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ABSTRACT

An evaluation of secondary vocational education in Wisconsin was made using self-evaluation data from 55 schools. Each school gathered data from graduates, employers, advisory committee members, staff, and current students. Findings from the data were synthesized under five outcome areas: employment, postsecondary training, training satisfaction, male/female differences, and special needs. Some of the findings were as follows: (1) technology education graduates received the highest average wage of any program area, and business education graduate wages increased 62 percent in the 5 years after graduation; (2) two-thirds of graduates are working in jobs related to their high school vocational training; (3) vocational graduates have experienced markedly less unemployment than their contemporaries without such education; (4) vocational education graduates are more likely to go on to further education than to go into the job market immediately; (5) more male graduates are working full or part time, whereas more female graduates are full- or part-time students; and (6) special needs students and graduates have high rates of satisfaction with the program, but these students/graduates are more likely to be unemployed than other vocational graduates and less likely to continue their education after high school. (Document includes 46 tables and 190 pages of appendices that include a list of schools studied; charts illustrating 1978-1987 data for graduates, employers, and special needs students; and computer tables illustrating responses to follow-up studies and questionnaires.) (KC)

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

SECONDARY VOCATIONAL PROGRAM EVALUATION

PROJECT

COMPOSITE EVALUATION REPORT FOR SECONDARY VOCATIONAL EDUCATION IN WISCONSIN

1986-87

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COMPOSITE EVALUATION REPORT FOR SECONDARY VOCATIONAL EDUCATION IN WISCONSIN

Prepared for the

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EXECUTIVE SUMMARY

The Composite Evaluation Report for Secondary Vocational Education in Wisconsin, 1987-87 represents a summary and synthesis of self-evaluation data from 55 schools. Each school conducted an extensive vocational program self-evaluation, gathering data from graduates, employers, advisory committee members, staff, and current students. All schools have completed on-site visitations by December, 1987, thereby finishing vocational program evaluations for 250 schools in the second cycle, FY84-FY87.

The main goal of the program evaluation is program improvement; however, the evaluation system also satisfies federal legislation and state requirements of program evaluation within a five-year cycle. Procedures and instrumentation were designed to provide vocational education outcome data for three administrative levels of vocational education: local, state, and national. Findings from the data are synthesized into five outcomes of secondary vocational education in Wisconsin.

Employment

In a broad sense, the mission of secondary vocational education is to provide education for employment*. Evaluation data collected in 1986-87 give evidence that the mission is being accomplished. Instructional Program Component (IPC) programs are the most effective training method to get young people into the job market immediately.

Wages. Technology education graduates receive the highest average wage of any program area. Business education graduate wage increases 62 percent between one year after graduation and five years later. This is the highest increase of any program area and considerably higher than inflation rates during that period. Agriculture, technology education and health occupations graduates show comparable increase in wage between one and five years. Female graduates earn 85 percent of the male wage. This compares favorably to the national average for all groups of 63 percent, i.e., female vocational education graduates earn 85¢ of every dollar that male vocational graduates earn. On a national average, females earn 63¢ of every dollar of male wages.

Job Relatedness. Two-thirds of IPC graduates are working in jobs related to their high school vocational training. Moreover, that percentage increases to 75 percent in five- and ten-year data collected in 1987. This high relatedness is particularly noteworthy in light of major changes in Wisconsin's job market. Sequence graduates show a lower level of job relatedness, further supporting the effectiveness of IPC programs.

Unemployment. Unemployment rates for one-year IPC and sequence graduates have stayed remarkably steady through a time of high unemployment statewide. Male unemployment rates of 4.5 percent are less than one-fourth of the overall Wisconsin male unemployment rate for 16-19 year olds (1986: 20.9%).** The female unemployment rate at 6.2 percent is over five percentage points less than the overall Wisconsin female unemployment rate for 16-19 year olds (1986: 11.4%).

*Report of the Parker Pen Study, October, 1984.

**U.S. Department of Labor, Bureau of Labor Statistics 1986: unemployment for Wisconsin 16-19 year olds, 16.3%; males, 20.9%; and females 11.4%.

Unemployment for Wisconsin 20-24 year olds 10.1%; males 9.8%; females, 10.5%.

Post-Secondary Training

The vocational training provided to IPC graduates encourages immediate employment. Sequence graduates, however, are more likely to be full- and part-time students. The type of post-secondary program which graduates choose also varies. A high percentage of sequence graduates choose university programs; IPC graduates are more likely to choose VTAE programs at five years. Post-secondary relatedness is highest for IPC graduates in a VTAE program; sequence graduates in a VTAE program also show high levels of relatedness.

Training Satisfaction

One of the strongest themes that recurs throughout the 1986-87 data is the high degree of satisfaction with vocational training expressed by graduates, in-school students, employers of graduates and parents. The consistency of response from four different groups attests to the perceived value and effectiveness of secondary vocational education.

Male/Female

More male one- and five-year graduates are working full- and part-time; more female one-year graduates are full- and part-time students; unemployment is higher for females; and wages are higher for males. Females express a higher level of satisfaction, even though they receive lower wages and have higher unemployment. More female one-year and five-year graduates attend VTAE and university programs. Employers consistently rate females higher in job preparation, basic skills, job skills, and personal qualities.

Special Needs

The percent of special needs graduates working full- and part-time is comparable to overall graduates. Fewer are students full- and part-time. Unemployment is considerably higher for these graduates. Job relatedness is lower for one-year graduates, and comparable with overall graduate relatedness at five years. Satisfaction with vocational training is similar to IPC and sequence graduates. Employers of one-year graduates show a high level of preference to hire special needs graduates and given them a high overall rating. In-school special needs students are found in all vocational student organizations, with the highest percentage belonging to FFA. In-school special needs students show high satisfaction levels with their vocational training.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS ii

EXECUTIVE SUMMARY iii

LIST OF TABLES vi

LIST OF FIGURES viii

INTRODUCTORY OVERVIEW ix

CHAPTER

1. PERSPECTIVE 1

2. SELECTED FINDINGS 3

    Follow-up of Graduates 4
    Employer Follow-up 10
    Student Assessment 18
    Staff Assessment 27
    Advisory Committee Assessment 30
    Parent Assessment 32
    Articulation 34
    Summary of Selected Evaluation Findings 37

3. PROGRAM AREA PROFILES 41

    Agriculture 43
    Business Education 44
    Health Occupations 45
    Home Economics 46
    Technology Education 47
    Marketing Education 48
    Special Needs 49
    Male/Female 50
    Sequence/IPC 51

4. OUTCOMES OF SECONDARY VOCATIONAL EDUCATION 52

    Employment 52
    - Wages 52
    - Unemployment 52
    - Job Relatedness 53
    Post-Secondary Training 53
    Training Satisfaction 53
    - Graduates 53
    - In-School Students 53
    - Employers 53
    - Parents 54
    Male/Female 54
    Special Needs 54

APPENDIX
A. 1986-87 SCHOOL LISTING 55
B. FY78-FY86 FIGURES 56
C. COMPUTER TABLES 68

LIST OF TABLES

Table Page

1 Employment and Educational Status of Vocational Graduates. 4
2 Employment and Educational Status of Male and Female Graduates. . . . 5
3 Employment and Educational Status of One-Year and Five-Year Special Needs Graduates. 6
4 Relatedness of Present Jobs to Vocational Training. 7
5 Graduates' Expression of Satisfaction with their Vocational Training. . . 8
6 Average Hourly Wage Earned by Vocational Graduates. 8
7 Graduates' Post-Secondary Programs 9
8 Employers' Preference for Hiring Vocationally Trained Graduates. 10
9 Employers Rate Vocational Training of High School Vocational Graduates 11
10 Employers Rate Attitudes Toward On-The-Job Training of One-Year Vocational Graduates. 12
11 Employer Ratings of Vocational Graduates Surveyed in 1987. 13
12 Employers Rate the Basic Skills of One-Year Vocationally Trained Graduates. 14
13 Employers Rate the Basic Skills of Five-Year Vocationally Trained Graduates. 15
14 Employers Rate Job Skill Preparation of One-Year Vocationally Trained Graduates. 16
15 Employers Rate Job Skill Preparation of Five-Year Vocationally Trained Graduates. 17
16 Student Assessment by Grade Level 18
17 Student Assessment by Program Area. 18
18 Overall Student Membership Status in Vocational Student Organizations. 19
19 Student Membership Status in Vocational Student Organizations by Program Area. 20
20 Vocational Students' Post High School Plans 21
21 Student Satisfaction with Vocational Training. 25
22 Student Satisfaction with Vocational Training Analyzed by Vocational Program Area. 26
23 Staff Assessment. 27
24 Existence of District Philosophy of Vocational Education 28
25 Vocational Goals and Objectives 28

LIST OF TABLES (concluded)

Table	Page

26 Implementation of Recommendations from Previous Evaluation........ 29
27 Use of Follow-up Studies for Program Improvement.................... 29
28 Resources Available to Implement the Evaluation Plan.................. 29
29 Advisory Committee Members Rate Selected Aspects of Their Vocational Program Involvements.. 30
30 Parents' Expression of Satisfaction with Help Given in Career Choice.... 32
31 Parents' Expression of Satisfaction with Preparation Given for Career Choice... 32
32 Parents' Expression of the Importance of High School Vocational Courses 33
33 Parents' View of Their Child's Access to Vocational Courses.............. 33
34 Articulation Between Secondary and Post-Secondary Institutions........ 34
35 Articulation Between In-School Vocational Programs..................... 34
36 Articulation Between Neighboring Secondary Schools..................... 34
37 Vocational Staff Rate Articulation in Program Components.............. 35
38 Agriculture.. 43
39 Business Education.. 44
40 Health Occupations.. 45
41 Home Economics.. 46
42 Technology Education.. 47
43 Marketing Education... 48
44 Special Needs.. 49
45 Male/Female.. 50
46 Sequence/IPC... 51

LIST OF FIGURES

Figure Page

1 Evaluation Phases. x

2 1987 Overview of Student Response to Post High School Plans. 22

3 1987 Student Response to Post High School Plans Analyzed by Vocational Program Area. 23

INTRODUCTORY OVERVIEW

In an attempt to be accountable for the distribution of vocational funds as well as to promote optimum planning and improvement of local programs, the Wisconsin Department of Public Instruction (DPI) in 1976 initiated and sponsored the development of an evaluation system for secondary vocational education programs. From FY78 to FY82, 244 secondary schools evaluate their vocational programs.

During the 1982-83 Secondary Vocational Program Evaluation Project, the original evaluation model was revised in a cooperative effort of state and local personnel, coordinated by the Center for Vocational, Technical and Adult Education (CVTAE), University of Wisconsin-Stout. Initial development was accomplished at a two-day workshop attended by project advisory committee members and CVTAE project personnel. At the workshop, the revised evaluation model was developed depicting program activities as PLANNING, IMPLEMENTATION, and EVALUATION. Key questions were generated within each program phase indicating key evaluation concerns. The instrumentation and procedures of both the Self-Evaluation Manual and Team Visitation Guidelines are based upon these identified program evaluation concerns.

The main goal of the program evaluation is program improvement; however, the evaluation system also satisfies federal legislation and state requirements of program evaluation within a five-year cycle. Procedures and instrumentation were designed to provide vocational education outcome data for three administrative levels of vocational education. The goals are prioritized as follows:

(1) Local Level - promote and assist in the evaluation of LEA* secondary vocational programs for the purpose of program improvement at the local level;

(2) State Level - provide valid and representative data on LEA* vocational programs for regional and statewide planners of vocational education;

(3) National Level - help ensure accountability of federal and state funds allocated to LEA* vocational programs and to satisfy federal legislation and state requirements of program evaluation.

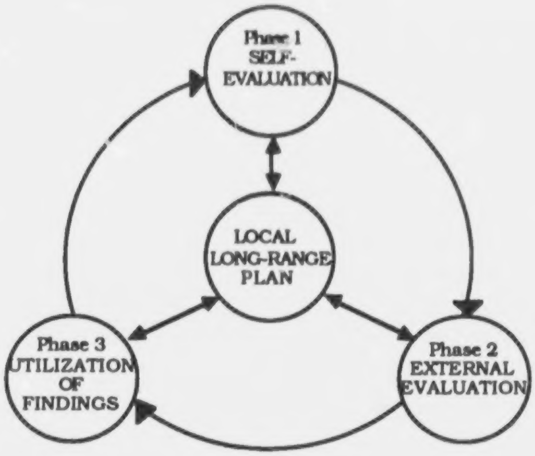
This Composite Evaluation Report for Secondary Vocational Education, 1986-87 represents a summary and synthesis of self-evaluation data from 55 schools. Each school conducted an extensive vocational program self-evaluation, gathering data from graduates, employers, advisory committee members, staff and current students. Twenty-seven schools completed on-site evaluations in fiscal 87 while the remainder have chosen to complete these activities from September, 1987 through December, 1987. The concluding on-site evaluation of Cycle II occurred in December, 1987.

*LEA: Local Education Agency (K-12, or as appropriate)

The Composite Evaluation Report presents data from only the first phase of the evaluation system, the Self-Evaluation Phase. Schools follow the self-evaluation by hosting an external on-site evaluation team to compete the second or External Evaluation Phase. Schools having completed the team phase are presently involved in the third and final phase of the evaluation model, that of Utilization of Evaluation Findings. See Figure 1 for an overview of the three evaluation phases.

Figure 1

Evaluation Phases



This composite report is prepared to aid in decision makers at local, state and national levels in planning and assessing vocational education in Wisconsin. It can also be used to portray the impact of vocational education at all levels. This report, combined with similar reports from other states, could well supply Congress with valid and appropriate vocational education outcome data.

Specific recommendations for statewide program improvement are developed by the Bureau for Vocational Education from data presented in this report. Likewise, recommendations for program improvement at the local level are developed by each LEA using findings from their Self-Evaluation Report as well as from the report prepared by the visiting team in the external phase. A utilization process is suggested to assist schools in analyzing and interpreting data as well as in setting priorities for possible changes.

A note about the term "IPC". The term IPC rather than "capstone" is used throughout this report to denote the culminating portion of the vocational education program that includes occupational preparation for students based upon their career objective. This is done for two reasons: (1) the term "IPC" was used on all of the data gathering instruments; (2) the older term "capstone" is not in current usage at the Bureau for Vocational Education.

Chapter 1

PERSPECTIVE

The evaluation system defines and focuses on five major components of a vocational program: Planning, Implementation, Evaluation, Special Needs, and Guidance. In previous years, POOL programs were also evaluated. Within each program component, key questions (criteria) for evaluation were addressed through the following evaluation activities:

Phase *	Activities	Form
1	Self-Study Narrative	A
1	Student Follow-up Surveys	
	One-Year IPC and Sequence Graduate	B1
	Five-Year IPC and Sequence Graduate	B2
	Ten-Year IPC and Sequence Graduate	B3
1	Employer Follow-up Surveys	
	One-Year Employer Follow-up	C1
	Five-Year Employer Follow-up	C2
	Ten-Year Employer Follow-up	C3
1	Student (in-school assessment)	
	IPC and Sequence (grades 9-12)	D1
	Academic (grades 9-12)	D2
1	Vocational Staff Assessment	E1
1	Advisory Committee Opinionnaire	F1
1	Parent Questionnaire	G1
1	Articulation Questionnaire	H1
2	On-Site Team Review	

*1 = Self-Evaluation; 2 = External Evaluation

Students, graduates, employers of graduates, advisory committee members, vocational staff and parents were surveyed through the above activities providing data on key evaluation concerns for local program improvement.

It should be noted that **Chapter 2** of this report includes only *selected* composite data from each self-evaluation activity. The tables present major evaluation findings and comparisons judged by the writers to be of interest to vocational educators and planners across the state. A full report of all composite data is displayed in complete format in Appendix C.

Chapter 3 of this report brings together data about program areas and specific populations from the mass of composite data, so that vocational educators working with a specific area may seek highlighted strengths and weaknesses of that program.

Chapter 4 draws conclusions about five selected outcomes of secondary vocational programs: employment, post-secondary training, training satisfaction, male/female, and special needs. The material in this chapter will look at each outcome as it is documented through all IPC and sequence programs.

The writers would like to call the reader's attention to some characteristics of the sample. Fifty-five schools were used in this effort out of a statewide total of over 250 funded schools. Data contain the following population numbers:

	55 FY87 Schools N
one-year graduates	5,049
five-year graduates	1,473
ten-year graduates	450
non-completers	19
employers of one-year graduates	772
employers of five-year graduates	310
employers of ten-year graduates	149
in-school vocational students (grades 9-12)	21,807
in-school academic students (grades 9-12)	5,134
vocational staff	934
advisory committee members	781
parents	1,589
articulation	645

Return percentage for the graduate followup ranged from a low of 27percent to a high of 100 percent with a median of 65 percent. The return response percentage for the employer followup ranged from a low of 12 percent to a high of 100 percent with a median of 65 percent.

Chapter 2

SELECTED FINDINGS

The following information in this chapter is presented in sections relating to the self-evaluation activities conducted by LEAs.

Page

4 Follow-up of Graduates
The first section deals with follow-up of one-, five-, and ten-year graduates of IPC, sequence and general education programs.

10 Employer Follow-up
Data from employers of one-, five-, and ten-year graduates are presented.

18 Student Assessment
This section shows data from IPC and sequence students as well as academic students. All are in grades 9-12.

27 Staff Assessment
This section presents data from overall vocational staff.

30 Advisory Committee Assessment
Data from advisory committee members are presented.

32 Parent Assessment
This section shows data from parents. Since this questionnaire is optional, parents of either graduates or in-school students were surveyed.

34 Articulation
Data from in-school staff members who articulate across disciplines and from staff members outside the district who articulate in vocational programming are presented.

37 Summary
The final section includes a narrative summary of the previous seven sections.

Data elicited from the respondent populations were key entered and processed by the Center for Vocational, Technical and Adult Education (CVTAE) at UW-Stout. Analysis programs were used which generated number, percent, mean and standard deviation for each item. The unique computer software designed for this project generated working tables directly from the raw data. These tables are found in Appendix C, page 68.

It will be seen that percentages in the following tables will not in each case total exactly 100 percent, caused by rounding errors, omits, and multiple responses to certain items.

ARE VOCATIONAL GRADUATES IN THE LABOR MARKET?

Table 1 displays the employment and educational status of one- and five-year sequence and IPC graduates from 55 schools.

Table 1

EMPLOYMENT AND EDUCATIONAL STATUS OF VOCATIONAL GRADUATES

GRADUATE STATUS	One-Year Graduates Surveyed in 1987			Five-Year Graduates Surveyed in 1987		
	N = 2342 Sequence %	N = 1885 IPC %	N = 815 General Ed. %	N = 584 Sequence %	N = 675 IPC %	N = 213 General Ed. %
(1) employed FULL-time in a paid non-military occupation	17.1	31.2	12.9	59.6	69.6	42.3
(2) employed FULL-time in the military service	5.8	6.5	4.4	4.8	4.1	3.3
(3) employed PART-time, not in school	10.2	9.8	3.6	9.1	7.6	9.4
(4) employed PART-time, while in school	25.2	22.0	20.5	9.8	8.3	14.6
(5) full-time student, not employed part-time	33.0	23.6	52.1	8.4	4.6	19.7
(6) unemployed but looking for paid employment	6.2	4.9	3.8	4.5	3.4	6.1
(7) unemployed, not looking for paid employment	2.1	1.8	1.8	3.3	2.2	4.7

Employment Status

- IPC graduates show a higher percentage of employment full- and part-time.
- The percentage of graduates employed full- and part-time increases the longer they are out of high school. For example: 69.5 percent employed, one-year IPC; 89.6 percent employed, five-year IPC.
- There is some difference in unemployment between sequence and IPC graduates one year after graduation (6.2 and 4.9 percent). At five years, IPC graduates show a lower unemployment percentage. For example: 4.5 percent, five-year seuqence; 3.4 percent, five-year IPC.
- Unemployment has stayed remarkably steady for vocationally trained graduates. For example: 4.9 percent, one-year IPC; 3.4 percent, five-year IPC.

Educational Status

- More sequence graduates are full- and part-time students one year after graduation. For example: 58.2 percent, sequence; 45.6 percent, IPC.
- The percentage of graduates attending school full- and part-time decreases the longer they are out of school. For example: 45.6 percent, one-year IPC; 12.9 percent, five-year IPC.

HOW ARE MALE/FEMALE VOCATIONAL GRADUATES PARTICIPATING IN THE LABOR MARKET?

Table 2 displays the employment and educational status of 5,049 male/female vocational one-year graduates and 2,102 male/female five-year graduates from 55 schools

Table 2

EMPLOYMENT AND EDUCATIONAL STATUS OF MALE AND FEMALE GRADUATES

GRADUATE STATUS	SURVEYED IN 1987							
	ONE-YEAR GRADUATES				FIVE-YEAR GRADUATES			
	N = 2504 Male		N = 2545 Female		N = 736 Male		N = 737 Female	
	N	%	N	%	N	%	N	%
• employed FULL-time in a paid non-military occupation	644	25.7	452	17.8	480	65.2	428	58.1
• employed FULL-time in the military service	253	10.1	41	1.6	54	7.3	9	1.2
• employed PART-time, not in school	169	6.7	285	11.2	28	3.8	96	13.0
• employed PART-time while in school	524	20.9	648	25.5	60	8.2	84	11.4
• full-time student, not employed part time	763	30.5	882	34.7	76	10.3	46	6.2
• unemployed but looking for paid employment	112	4.5	159	6.2	30	4.1	32	4.3
• unemployed, not looking for paid employment	31	1.2	68	2.7	4	0.5	41	5.6

Employment Status

- The percentage of male graduates **employed** full- and part-time is higher than female graduates both at one and five years. For example: 63.4 percent, one-year male; 56.1 percent, one-year female; 84.5 percent, five-year male; and 83.7 percent, five-year female.
- At one-year, **unemployment** is lower for males (4.5 percent male and 6.2 percent female graduates). At five-years, unemployment is 4.1 percent for males and 4.3 percent for females.

Educational Status

- Over half of both male and female one-year graduates are **students** full and part time. For example 51.4 percent, one-year male; 60.2 percent, one-year female.
- More male five-year graduates are **students** full- and part-time. For example: 18.5 percent, five-year male; 17.6 percent, five-year female.

ARE SPECIAL NEEDS GRADUATES IN THE LABOR MARKET?

Table 3 displays the employment and educational status of one- and five-year special needs graduates from 55 schools.

Table 3

EMPLOYMENT AND EDUCATIONAL STATUS OF ONE-YEAR AND FIVE-YEAR SPECIAL NEEDS GRADUATES

GRADUATE STATUS	One-Year Special Needs Graduates N = 525		Five-Year Special Needs Graduates N = 109	
	N	%	N	%
• employed FULL-time in a paid non-military occupation.	161	30.7	64	58.7
• employed FULL-time in the military service.	35	6.7	4	3.7
• employed PART-time, not in school.	64	12.2	15	13.8
• employed PART-time while in school.	81	15.4	3	2.8
• full-time student, not employed part time.	82	15.6	6	5.5
• unemployed but looking for paid employment.	74	14.1	11	10.1
• unemployed, not looking for paid employment.	24	4.6	6	5.5

Employment Status

- Sixty-five percent of the one-year and 79 percent of the five-year special needs graduates are **employed** full- and part-time.
- **Unemployment** percentage of one-year special needs graduates is 14.1 percent; for five-year graduates, 10.1 percent.

Educational Status

- Thirty-one percent of the one-year and 8.3 percent of the five-year special needs graduates are **students** full- and part-time.

DO GRADUATES WORK IN FIELDS RELATED TO THEIR EDUCATIONAL TRAINING?

Table 4 displays the relatedness of **employed** graduates' present jobs to their vocational training.

Table 4

RELATEDNESS OF PRESENT JOBS TO VOCATIONAL TRAINING

Job Title coded as:	ONE-YEAR GRADUATES - SURVEYED IN 1987				
	N = 2342 SEQUENCE %	N = 1885 IPC %	N = 525 SPECIAL NEEDS %	N = 2504 MALE %	N = 2545 FEMALE %
• related to high school vocational program..........................	41.2	66.9	53.2	51.0	51.6
• not related to high school vocational program................	58.8	33.1	46.8	49.0	48.4

Job Title coded as:	FIVE-YEAR GRADUATES - SURVEYED IN 1987				
	N = 584 SEQUENCE %	N = 675 IPC %	N = 109 SPECIAL NEEDS %	N = 736 MALE %	N = 737 FEMALE %
• related to high school vocational program..........................	59.5	77.5	67.1	68.6	65.0
• not related to high school vocational program.........................	40.5	22.5	32.9	31.4	35.0

Job Title coded as:	TEN-YEAR GRADUATES - SURVEYED IN 1987				
	N = 223 SEQUENCE %	N = 120 IPC %	N = 22 SPECIAL NEEDS %	N = 187 MALE %	N = 263 FEMALE %
• related to high school vocational program..........................	58.0	77.7	60.0	61.0	61.2
• not related to high school vocational program.........................	42.0	22.3	40.0	39.0	38.8

IPC graduates show the highest percentage of job relatedness of any group. (For example: one-year, 66.9 percent; five-year, 77.5 percent; ten-year, 77.7 percent.)

Sequence graduates show lower percentage of job relatedness. (For example: one-year, 41.2 percent; five-year, 59.5 percent; ten-year, 58.0 percent.)

Special needs graduates show high job relatedness. (For example: one-year, 53.2 percent; five-year, 67.1 percent; ten-year, 60 percent.)

Male and female job relatedness varies at one-, five- and ten-years. (For example: one-year, 51 percent male and 51.6 percent female; five-year, 68.6 percent male and 65.0 percent female; ten-year, 61.0 percent male and 61.2 percent female.)

ARE GRADUATES SATISFIED WITH THEIR VOCATIONAL TRAINING?

Table 5

GRADUATES' EXPRESSION OF SATISFACTION
WITH THEIR VOCATIONAL TRAINING

"How do you feel about the vocational training you received at your high school?"	ONE-YEAR GRADUATES - SURVEYED IN 1987				
	N = 2342 SEQUENCE %	N = 1885 IPC %	N = 525 SPECIAL NEEDS %	N = 2504 MALE %	N = 2545 FEMALE %
• I was very satisfied..........	14.5	24.2	18.1	16.5	18.2
• I was satisfied...............	58.5	48.8	49.3	49.1	52.7
• I was unsatisfied............	9.1	4.8	7.2	6.9	6.4
• I was very unsatisfied.......	2.7	1.8	3.4	2.5	1.9

Omits are not included.

Graduates expressed high satisfaction levels (65 to 73 percent) with their high school vocational programs. (For example: IPC and sequence, 73 percent; female, 70.9 percent; male 65.6 percent; special needs, 67.4 percent.)

WHAT DO VOCATIONAL GRADUATES EARN?

Table 6 displays the average hourly wage of 1987 one-, five- and ten-year vocational graduates.

Table 6

AVERAGE HOURLY WAGE EARNED BY VOCATIONAL GRADUATES

"What is your present hourly wage before deductions?"	SURVEYED IN 1987					
	ONE-YEAR GRADUATES		FIVE-YEAR GRADUATES		TEN-YEAR GRADUATES	
	N		N		N	
SEQUENCE................	2342	$3.55	584	$5.76	203	$7.10
IPC.........................	1885	3.88	675	5.80	120	7.38
SPECIAL NEEDS............	525	3.64	109	5.40	22*	6.45
MALE......................	2504	4.00	736	6.28	187	7.93
FEMALE....................	2545	3.40	737	5.36	263	6.66

*Population is too small for comparison.

Male wage is highest of all groups at one-, five- and ten-years. IPC wage (which includes both male and female) is second highest. The ratio of female to male wage is 85 percent at one and five years and 84 percent at ten years. Special needs wage increases 48 percent (almost 10 percent a year) from one to five years.

WHAT POST-SECONDARY PROGRAM ARE GRADUATES CURRENTLY ATTENDING?

Table 7

GRADUATES' POST-SECONDARY PROGRAMS

Post-Secondary Program	One-Year Graduates									
	N = 2342		N = 1885		N = 525		N = 2504		N = 2545	
	Sequence		IPC		Special Needs		Male		Female	
	N	%	N	%	N	%	N	%	N	%
• one- and two-year VTAE program	303	12.9	386	20.5	82	15.6	345	13.8	397	15.6
• university program	1005	42.9	439	23.3	69	13.1	900	35.9	1046	41.1
• apprenticeship	13	0.6	17	0.9	4	0.8	26	1.0	5	0.2
• in-service on-the-job training	71	3.0	34	1.8	18	3.4	84	3.4	26	1.0
• other training	98	4.2	89	4.7	29	5.5	100	4.0	113	4.4
• not in school	677	28.9	666	35.3	245	46.7	731	29.2	718	28.2

Post-Secondary Program	Five-Year Graduates									
	N = 584		N = 675		N = 109		N = 736		N = 737	
	Sequence		IPC		Special Needs		Male		Female	
	N	%	N	%	N	%	N	%	N	%
• one- and two-year VTAE program	170	29.1	193	28.6	26	23.8	183	24.9	216	29.3
• university program*	192	32.9	123	18.2	11	10.1	201	28.7	240	32.6
• apprenticeship	21	3.6	32	4.7	3	2.8	43	5.8	15	2.0
• in-service on-the-job training	72	12.3	94	13.9	17	15.6	108	14.7	77	10.4
• other training	85	14.6	88	13.0	15	13.8	87	11.8	112	15.2
• not in school	104	17.8	202	29.9	37	33.9	179	24.3	145	19.7

*Includes baccalaureate and graduate work.

Percentages may exceed 100 percent due to multiple checking of programs. Omits are not included.

One-year sequence graduates are more likely to attend university programs. More five-year IPC graduates attend VTAE programs.

Table 8

EMPLOYERS' PREFERENCE FOR HIRING VOCATIONALLY TRAINED GRADUATES

"From past experience, would you prefer to hire persons who have had high school vocational training?"	EMPLOYER RESPONSE			
	ONE-YEAR GRADUATES SURVEYED IN 1987			
	N = 301 SEQUENCE %	N = 413 IPC %	N = 331 MALE %	N = 440 FEMALE %
• No preference	20.6	11.1	14.2	17.0
• Some preference	46.8	44.3	46.5	45.5
• A good deal of preference	28.2	42.9	36.0	35.2

"From past experience, would you prefer to hire persons who have had high school vocational training?"	EMPLOYER RESPONSE			
	FIVE-YEAR GRADUATES SURVEYED IN 1987			
	N = 129 SEQUENCE %	N = 143 IPC %	N = 153 MALE %	N = 157 FEMALE %
• No preference	28.7	17.5	22.2	26.1
• Some preference	33.3	42.7	41.2	34.4
• A good deal of preference	34.9	39.2	34.6	36.9

"From past experience, would you prefer to hire persons who have had high school vocational training?"	EMPLOYER RESPONSE			
	TEN-YEAR GRADUATES SURVEYED IN 1987			
	N = 79 SEQUENCE %	N = 39 IPC %	N = 65 MALE %	N = 84 FEMALE %
• No preference	20.3	25.6	18.5	22.6
• Some preference	41.8	30.8	43.1	35.7
• A good deal of preference	30.4	43.6	30.8	38.1

Employers show the highest preference to hire IPC graduates (87.2 percent, IPC one-year graduates; 81.9 percent, IPC five-year graduates; 74.4 percent, IPC ten-year graduates).

HOW DO EMPLOYERS RATE VOCATIONAL PREPARATION OF HIGH SCHOOL VOCATIONAL GRADUATES IN COMPARISON TO OTHERS WITHOUT SUCH TRAINING?

Table 9

EMPLOYERS RATE VOCATIONAL TRAINING OF HIGH SCHOOL VOCATIONAL GRADUATES

"As a result of this person's vocational training, how would you rate his/her preparation in relation to other employees in his/her wage group who did not receive such training?"	ONE-YEAR GRADUATES SURVEYED IN 1987				
	N = 301 SEQUENCE %	N = 413 IPC %	N = 70 SPECIAL NEEDS %	N = 331 MALE %	N = 440 FEMALE %
• No basis for comparison..........	23.9	20.1	25.7	22.4	21.1
• Individual is less prepared........	4.7	3.6	10.0	3.6	4.3
• Both are about the same...........	31.9	24.9	24.3	24.8	30.2
• Individual is better prepared......	39.5	51.3	40.0	48.9	44.5

Fifty-one percent of employers of IPC graduates and 39.5 percent of employers of sequence graduates rated the individual as better prepared in relation to other employees in his/her wage group. Employers rate male preparation slightly higher. (For example: male 48.9 percent; female, 44.5 percent)

HOW DO EMPLOYERS RATE VOCATIONAL GRADUATES' ATTITUDES TOWARD ON-THE-JOB TRAINING?

Table 10

EMPLOYERS RATE ATTITUDES TOWARD ON-THE-JOB TRAINING OF ONE-YEAR VOCATIONAL GRADUATES

"What has been this employee's attitude toward on-the-job training?"	ONE-YEAR GRADUATES SURVEYD IN 1987				
	N = 301 SEQUENCE %	N = 413 IPC %	N = 70 SPECIAL NEEDS %	N = 331 MALE %	N = 440 FEMALE %
• No training has been offered.	2.0	4.1	5.7	3.3	3.0
• Negative, resists training.	0.7	0.5	1.4	0.9	0.2
• Acceptant, but needs prodding.	15.9	10.4	14.3	11.5	14.3
• Positive, willing to learn.	49.2	56.2	58.6	55.3	51.4
• Very positive, eager to learn.	29.9	27.1	20.0	26.9	29.5

Eight out of ten employers of sequence and IPC graduates rated graduates' attitudes toward on-the-job training as positive and very positive. IPC ratings were the highest of all groups. Special needs attitudes toward on-the-job training were the lowest of all categories. (For example: positive and very positive attitudes, IPC, 83.3 percent; special needs 78.6 percent)

HOW DO EMPLOYERS RATE VOCATIONAL GRADUATES IN TECHNICAL KNOWLEDGE, WORK ATTITUDE, WORK QUALITY AND WORK QUANTITY?

Table 11

EMPLOYER RATINGS
OF ONE-YEAR VOCATIONAL GRADUATES SURVEYED IN 1987

Standard Deviation
Key for Tables

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

	N
Sequence	301
IPC	413

AREA OF VOCATIONAL TRAINING	Not at all Prepared 1 — 2 — Adequately Prepared 3 — 4 — Well Prepared 5		
"Rate the vocational training received by the graduate in technical knowledge."		Mean	Standard Deviation
Sequence	ooooooooooooooooooooooooooooo	3.54	.95
IPC	•••••••••••••••••••••••••••••••	3.74	.87
"Rate the vocational training received by the graduate on work attitude."			
Sequence	ooooooooooooooooooooooooooooooooooo	4.03	1.03
IPC	••••••••••••••••••••••••••••••••••••	4.07	.89
"Rate the vocational training received by the graduate on work quality."			
Sequence	oooooooooooooooooooooooooooooooooo	3.93	1.00
IPC	•••••••••••••••••••••••••••••••••••	3.98	.86
"Rate the vocational training received by the graduate on work quantity (output)."			
Sequence	ooooooooooooooooooooooooooooooooo	3.80	1.02
IPC	••••••••••••••••••••••••••••••••••	3.88	.89
"Overall rating of the vocational training received by this individual as it relates to the job requirements of his/her job."			
Sequence	ooooooooooooooooooooooooooooooooooo	3.90	.82
IPC	•••••••••••••••••••••••••••••••••••••	4.07	.80

Employers consistently rate graduates as adequately prepared in vocational training areas of technical knowledge, work attitude, work quality and work quantity. Employers rate graduates' overall vocational training as more than adequately prepared. Standard deviations indicate a high level of agreement in all ratings. Ratings of IPC graduates are higher in all cases.

HOW DO EMPLOYERS RATE THE BASIC SKILLS OF ONE-YEAR VOCATIONALLY TRAINED GRADUATES?

Table 12

EMPLOYERS RATE THE BASIC SKILLS OF ONE-YEAR

"In the following areas of basic skills how adequately prepared was this employee?"	Not at all Prepared 1 2 Adequately Prepared 3 4 Well Prepared 5		
N=301			
Sequence		**Mean**	**Standard Deviation**
Reading	ooooooooooooooooooooooooooooo	4.01	.97
Spelling	ooooooooooooooooooooooooooo	3.88	1.04
Arithmetic	ooooooooooooooooooooooooooo	3.86	1.02
Writing	oooooooooooooooooooooooooo	3.80	1.10
Speaking	ooooooooooooooooooooooooooo	3.84	.99
Listening	oooooooooooooooooooooooooo	3.79	1.00
N=412			
IPC			
Reading	••••••••••••••••••••••••••••	3.91	.85
Spelling	••••••••••••••••••••••••••	3.78	.91
Arithmetic	••••••••••••••••••••••••••	3.78	.87
Writing	••••••••••••••••••••••••••	3.78	.91
Speaking	••••••••••••••••••••••••••••	3.80	.90
Listening	••••••••••••••••••••••••••••	3.81	.95

Employers consistently rate the basic skills of one-year graduates as more than adequately prepared. Agreement among employers is high (standard deviations ranged from .85 to 1.10).

There is very little difference between ratings given to sequence and IPC graduates.

Rating Scale

Not at all Prepared		Adequately Prepared		Well Prepared
1	2	3	4	5

Standard Deviation (key)

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

HOW DO EMPLOYERS RATE THE BASIC SKILLS OF FIVE-YEAR VOCATIONALLY TRAINED GRADUATES?

Table 13

EMPLOYERS RATE THE BASIC SKILLS OF FIVE-YEAR VOCATIONALLY TRAINED GRADUATES

"In the following areas of basic skills how adequately prepared was this employee?"	Not at all Prepared 1 2 Adequately Prepared 3 4 Well Prepared 5	Mean	Standard Deviation
N=129			
Sequence			
Reading	oooooooooooooooooooooooooooooo	4.24	.90
Spelling	ooooooooooooooooooooooooooooo	4.06	1.03
Arithmetic	oooooooooooooooooooooooooooooo	4.19	.90
Writing	oooooooooooooooooooooooooooo	3.99	.95
Speaking	ooooooooooooooooooooooooooo	3.97	.97
Listening	ooooooooooooooooooooooooooooo	4.03	.96
N=143			
IPC			
Reading	******************************	4.07	.84
Spelling	*****************************	3.90	.97
Arithmetic	*****************************	3.99	.94
Writing	****************************	3.77	.98
Speaking	*****************************	3.80	.91
Listening	*****************************	3.89	.90

Employers consistently rate the basic skills of five-year graduates as more than adequately prepared. Agreement among employers is high (standard deviations ranged from .84 to 1.03).

There is very little difference between ratings given to sequence and IPC graduates.

Rating Scale				
Not at all Prepared		Adequately Prepared		Well Prepared
1	2	3	4	5

Standard Deviation (key)

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

29

Table 14

EMPLOYERS RATE JOB SKILL PREPARATION OF ONE-YEAR VOCATIONALLY TRAINED GRADUATES 1987

	N
Sequence	1367
IPC	1618

"In the following characteristics of employment, how well prepared was this employee for the job for which hired?"	Not at all Prepared 1 — 2 — Adequately Prepared 3 — 4 — Well Prepared 5	Mean	Standard Deviation
Neat, clean, and appropriate appearance. . .			
Sequence		4.34	.86
IPC		4.29	.89
Prompt and dependable in attendance.			
Sequence		4.19	1.02
IPC		4.24	.96
Willing to accept and perform tasks.			
Sequence		4.14	.96
IPC		4.19	.90
Shows consideration and kindness towards others.			
Sequence		4.19	.91
IPC		4.15	.90
Ability to work with co-workers.			
Sequence		4.12	.93
IPC		4.13	.90
Accepting advice and supervision.			
Sequence		4.04	1.02
IPC		4.04	.97
Use of tools and equipment.			
Sequence		3.77	.96
IPC		3.90	.90
Selection and care of space, materials, and supplies.			
Sequence		3.74	.93
IPC		3.82	.93
Understanding the value and importance of work.			
Sequence		3.82	1.12
IPC		3.83	1.04
Ability to plan and direct own work.			
Sequence		3.60	1.10
IPC		3.63	1.05
Ability to make sound decisions.			
Sequence		3.58	1.03
IPC		3.56	.99
Working in a leadership role if applicable. .			
Sequence		3.49	1.17
IPC		3.46	1.10

Employers of vocationally trained graduates were consistently in a "high level of agreement" in rating graduates more than adequately prepared on the general job skills listed above. (Standard Deviations ranged from .86 to 1.17) These skills are shown in relative rank order for 1987 responses based on the mean rating of IPC graduates.

IPC and sequence graduates received similar ratings. "Use of tools and equipment" showed the largest difference.

Table 15

EMPLOYERS RATE JOB SKILL PREPARATION OF FIVE-YEAR VOCATIONALLY TRAINED GRADUATES 1987

	N
Sequence	129
IPC	143

"In the following characteristics of employment, how well prepared was this employee for the job for which hired?"	Not at all Prepared 1	2	Adequately Prepared 3	4	Well Prepared 5	Mean	Standard Deviation
Willing to accept and perform tasks.							
Sequence						4.34	.92
IPC						4.43	.78
Ability to work with co-workers.							
Sequence						4.27	.82
IPC						4.33	.78
Prompt and dependable in attendance.							
Sequence						4.33	1.01
IPC						4.30	.95
Neat, clean, and appropriate appearance. . .							
Sequence						4.25	.95
IPC						4.30	.78
Shows consideration and kindness towards others.							
Sequence						4.27	.88
IPC						4.30	.83
Understanding the value and importance of work.							
Sequence						4.08	.98
IPC						4.20	.84
Accepting advice and supervision.							
Sequence						4.16	.94
IPC						4.19	.89
Use of tools and equipment.							
Sequence						4.12	.91
IPC						4.15	.85
Selection and care of space, materials, and supplies.							
Sequence						4.03	1.00
IPC						3.97	.83
Ability to make sound decisions.							
Sequence						3.81	1.00
IPC						3.96	.91
Ability to plan and direct own work.							
Sequence						3.94	1.03
IPC						3.91	.94
Working in a leadership role if applicable. .							
Sequence						3.68	1.14
IPC						3.70	1.08

Employers of vocationally trained graduates were consistently in a "high level of agreement" in rating graduates more than adequately prepared on the general job skills listed above. (Standard Deviations ranged from .78 to 1.14) These skills are shown in relative rank order for 1987 responses based on the mean rating of IPC graduates.

IPC and sequence graduates received similar ratings. "Ability to make sound decisions" showed the largest difference (IPC, 3.96; sequence 3.81).

Table 16

Student Assessment
by Grade Level

Grade	1987			
	Male		Female	
	N	%	N	%
9...........	2046	17.4	1507	15.0
10..........	2912	24.7	2348	23.4
11..........	3475	29.5	3034	30.3
12..........	3341	28.4	3130	31.2
TOTAL......	11,774*		10019**	

*Four students omitted this item.
**Five students omitted this item.

Table 17

Student Assessment
by Program Area

Program	1987	
	N	%
omit	2661	12.2
Agriculture...............	1639	7.5
Business Education.......	7481	34.3
Health Occupations.......	1745	8.0
Home Economics.........	2030	9.3
Technology Education....	5698	26.1
Marketing Education.....	1334	6.1
TOTAL..................	22,588	

ARE CURRENT STUDENTS AFFILIATED WITH VOCATIONAL STUDENT ORGANIZATIONS?

Table 18

OVERALL STUDENT MEMBERSHIP STATUS IN VOCATIONAL STUDENT ORGANIZATIONS

1987

N = 21,802

"I am a member of the following student organizations."	Student Response %
• Distributive Education Clubs of America (DECA)	6.0
• Future Business Leaders of America (FBLA)	4.7
• Future Farmers of America (FFA)	9.3
• Home Economics Related Occupations (HERO)	1.8
• Vocational and Industrial Clubs of America (VICA)	2.2
• Future Homemakers of America (FHA)	3.3
• Other	7.7
• None	59.9

NOTE: Responses are give for sequence and IPC students. Nonvocational student response is not included. Ten percent omitted this item.

Six out of ten student respondents do not presently claim membership in a vocational student organization.

Table 19

STUDENT MEMBERSHIP STATUS IN VOCATIONAL STUDENT ORGANIZATIONS BY PROGRAM AREA

1987
N = 21,802

"I am a member of the following student organizations."	STUDENT RESPONSE					
	Agriculture %	Business Education %	Health Occupations %	Home Economics %	Technology Education %	Marketing Education %
• DECA	1.6	6.0	5.3	3.0	1.6	46.7
• FBLA	1.1	9.5	4.6	3.3	0.9	4.1
• FFA	71.9	2.7	3.6	3.3	8.3	2.8
•HERO	1.0	1.5	3.4	7.9	0.5	1.9
• VICA	4.0	0.7	1.3	0.4	5.6	0.2
• FHA	1.8	3.8	5.0	11.5	0.5	1.7
• Other	7.9	7.8	9.9	8.6	6.4	6.2
• None	20.7	63.8	61.9	61.3	68.7	34.6

NOTE: Nonvocational student responses are not included in the above percentage.

When student membership status is analyzed by vocational program area, it is shown that two disciplines have high participation in student organizations. Marketing education reports 46.7 percent membership in DECA; agriculture reports 71.9 percent membership in FFA. Home economics students report 19.4 percent membership in FHA/HERO.

Low participation in student organizations is indicated in the remaining vocational disciplines. Between 61 and 68 percent of all other program areas report no membership in student organizations (business education, 63.8 percent; health occupations, 61.9 percent; technology education, 68.7 percent).

Table 20

VOCATIONAL STUDENTS' POST HIGH SCHOOL PLANS

"Following high school, I plan to:"	1987 N = 21,802 Student Response %
Omit: 2.7%	
• go to work	14.3
• go on to school	28.6
• both go on to school and work	45.7
• military	12.6
• other	0.5

Over four out of ten of the 1987 respondents plan to both go to work and school while 14 percent are planning on going directly to work. Twenty-eight percent plan to go on to school.

Figure 2 (page 22) shows more detailed student response to present plans for work or school following high school.

Of those graduates who plan to go on to school following high school, 1,657 or 7.6 percent indicated they will enroll in a one-year vocational diploma program, 4,282 or 19.6 percent in a vocational associate degree program, 9,489 or 43.5 percent in a four-year university, and 446 or 2.0 percent in an apprenticeship program.

Figure 2

1987 OVERVIEW OF STUDENT RESPONSE TO POST HIGH SCHOOL PLANS

N = 21,802

FOLLOWING HIGH SCHOOL, I PLAN TO:	STUDENT RESPONSE NUMBER 0 1500 3000 4500 6000 7500 9000 10500
omit: 2.7%	
go to work	ΔΔΔΔΔΔΔΔΔΔΔ N = 3117 (14.3%)
go on to school	ΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔ N = 6234 (28.6%)
both go to work and go to school	ΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔ N = 9974 (45.7%)
military	ΔΔΔΔΔΔΔ N = 2750 (12.6%)
other	Δ N = 112 (0.5%)
WHAT TYPE OF SCHOOL ARE YOU PLANNING TO ATTEND FOLLOWING HIGH SCHOOL GRADUATION? (more than one response allowed)	
omit: 2.6%	
a vocational school one-year diploma program	ΔΔΔΔΔ N = 1657 (7.6%)
a vocational school two-year associate degree program	ΔΔΔΔΔΔΔΔΔΔΔΔΔ N = 4282 (19.6%)
a four-year university program	ΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔ N = 9489 (43.5%)
an apprenticeship program	ΔΔ N = 446 (2.0%)
an in-service or on-the-job training program	ΔΔΔ N = 903 (4.1%)
military	ΔΔΔΔΔΔΔΔ N = 2405 (11.0%)
other	ΔΔΔΔ N = 1114 (5.1%)
none. I do not plan to go on to school at this time	ΔΔΔΔΔΔΔΔ N = 2766 (12.7%)

0 1500 3000 4500 6000 7500 9000 10500

Figure 3

1987 STUDENT RESPONSE TO POST HIGH SCHOOL PLANS
ANALYZED BY VOCATIONAL PROGRAM AREA

FOLLOWING HIGH SCHOOL, I PLAN TO:		STUDENT RESPONSE % 0 10 20 30 40 50 60 70 80 90 100
	N = 1639	
Agriculture	%	
go to work	32.7	ΔΔΔΔΔΔΔΔΔΔΔ
go to school	16.4	ΔΔΔΔΔΔ
go on to school and work.	39.2	ΔΔΔΔΔΔΔΔΔΔΔΔΔ
military	13.7	ΔΔΔΔΔ
other	0.5	Δ
	N = 7481	
Business Education		
go to work	7.7	ΔΔ
go to school	34.3	ΔΔΔΔΔΔΔΔΔΔΔΔ
go on to school and work.	51.4	ΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔ
military	8.6	ΔΔΔ
other	0.3	Δ
	N = 1745	
Health Occupations		
go to work	5.8	ΔΔ
go to school	36.7	ΔΔΔΔΔΔΔΔΔΔΔΔ
go on to school and work.	51.0	ΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔ
military	8.8	ΔΔΔ
other	0.4	Δ
		0 10 20 30 40 50 60 70 80 90 100

... continued on next page ...

Figure 3 (concluded)

1987 STUDENT RESPONSE TO POST HIGH SCHOOL PLANS
ANALYZED BY VOCATIONAL PROGRAM AREA

FOLLOWING HIGH SCHOOL, I PLAN TO:		STUDENT RESPONSE % 0 10 20 30 40 50 60 70 80 90 100
N = 2030		
Home Economics	%	
go to work	23.0	ΔΔΔΔΔΔΔΔ
go to school	18.4	ΔΔΔΔΔΔ
go on to school and work	48.6	ΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔ
military	8.8	ΔΔ
other	0.9	Δ
N = 5698		
Technology Education	%	
go to work	20.2	ΔΔΔΔΔΔΔ
go to school	20.6	ΔΔΔΔΔΔΔ
go on to school and work	40.5	ΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔ
military	21.9	ΔΔΔΔΔΔΔΔ
other	0.5	Δ
N = 1334		
Marketing Education	%	
go to work	7.3	ΔΔ
go to school	31.3	ΔΔΔΔΔΔΔΔΔΔΔΔ
go on to school and work	54.6	ΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔΔ
military	8.3	ΔΔ
other	0.5	Δ
		0 10 20 30 40 50 60 70 80 90 100

When analyzed by vocational program area, it is shown that a larger percentage (36.7 percent) of health occupations students plan to go on to school; likewise a smaller portion (5.8 percent) of health occupations students plan to work following high school.

In all six program areas, combining school and work shows the highest percentage of student plans (agriculture, 39.2 percent; business education, 51.4 percent; health occupations, 51.0 percent; home economics, 48.6 percent; technology education, 40.5 percent; marketing education, 54.6 percent).

ARE CURRENT STUDENTS SATISFIED WITH THEIR VOCATIONAL TRAINING?

Table 21

STUDENT SATISFACTION WITH VOCATIONAL TRAINING

1987

N = 21,802

"This is how I feel about the vocational training I am receiving at present."	Student Response %
Omit: 8.9%	
• I am very satisfied.	11.5
• I am satisfied.	70.5
• I am unsatisfied.	7.0
• I am very unsatisfied.	2.1

Eighty-two percent of students responding in 1987 were satisfied and very satisfied with their present vocational training. Approximately one out of every 11 respondents expressed dissatisfaction with his or her current vocational training.

Table 22

STUDENT SATISFACTION WITH VOCATIONAL TRAINING
ANALYZED BY VOCATIONAL PROGRAM AREA

1987

"This is how I feel about the vocational training I am receiving at present."	STUDENT RESPONSE RATE					
	Agriculture %	Business Education %	Health Occupations %	Home Economics %	Technology Education %	Marketing Education %
	N = 1639	N = 7481	N = 1745	N = 2030	N = 5698	N = 1334
• Very satisfied	17.3	10.0	7.4	11.1	15.8	12.9
• Satisfied	71.1	73.4	72.1	73.1	69.8	61.8
• Unsatisfied	5.3	6.6	9.2	6.8	6.8	6.7
• Very unsatisfied	2.8	1.6	1.8	1.9	2.3	2.2

NOTE: Nonvocational student responses are not included in the above percentage.

Students' expressed satisfaction with their program is generally high (approximately eight out of ten are satisfied and very satisfied). Variance within the six vocational discipline areas is low in expression of satisfaction with individual programs.

Satisfaction is highest in agriculture (88.4 percent) and technology education (85.6 percent). Home economics (84.2 percent), business education (83.4 percent), health occupations (79.5 percent) and marketing education (74.7 percent) follow in that order.

Table 23

STAFF ASSESSMENT

Current school staff (N = 934) were surveyed concerning aspects of their vocational program involvement. The population surveyed included vocational teachers and counselors who work with vocational students, LVECs, high school principals and special needs instructors. Respondents' current primary position is shown below.

Primary Staff Position	N	%
Omit	4	0.4
Vocational Instruction	563	60.3
Counseling/Student Services	93	10.0
Administration Coordination	112	12.0
Special Needs/Vocational Instructor	134	14.3
Other	43	4.6

DOES A PHILOSOPHY OF VOCATIONAL EDUCATION EXIST? ARE VOCATIONAL GOALS AND OBJECTIVES ACHIEVABLE?

Table 24 displays staff's knowledge of the district's philosohy of vocational education.

Table 25 displays staff's knowledge of vocational goals and objectives.

Table 24

EXISTENCE OF DISTRICT PHILOSOPHY OF VOCATIONAL EDUCATION

1987
N = 934

"Are you aware of a written philosophy of vocational education for your district?"		Staff Response %
	Omit	1.9
• Yes		82.3
• No		15.7

Table 25

VOCATIONAL GOALS AND OBJECTIVES

1987
N = 934

"Do you feel that vocational goals and objectives are achievable in light of available philosophy?"		Staff Response %
	Omit	11.5
• Yes		80.5
• No		8.1

Eighty-two percent of staff respondents report awareness of a written philosophy of vocational education. Approximately eight out of ten say that vocational goals and objectives are achievable in light of the district philosophy.

Table 26

IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATION

"I feel progress has been made on implementing recommendations from the previous evaluation."		1987 N = 934 Staff Response %
	Omit	16.8
• Yes		41.0
• Some		35.5
• No		6.6

Table 27

USE OF FOLLOW-UP STUDIES FOR PROGRAM IMPROVEMENT

"Are follow-up studies used to provide feedback for program improvement?"		1987 N = 934 Staff Response %
	Omit	4.2
• Yes		47.2
• Not sure		40.1
• No		8.6

Table 28

RESOURCES AVAILABLE TO IMPLEMENT THE EVALUATION PLAN

"Are there adequate resources available to implement the plan?"		1987 N = 934 Staff Response %
	Omit	4.9
• Yes		35.5
• Not sure		47.1
• No		12.4

Three-fourths of vocational staff respondents indicated progress had been made in implementing recommendations from the previous evaluation (41.0 percent, yes; 35.5 percent, some). Twenty-three percent said no or omitted the item.

Follow-up studies are used to provide feedback for program improvement according to 47 percent of staff. Forty percent were not sure.

Thirty-five percent of staff said there were adequate resources available to implement the evaluation plan; less than half of the respondents were not sure.

HOW DO ADVISORY COMMITTEE MEMBERS FEEL ABOUT VARIOUS ASPECTS OF THEIR VOCATIONAL PROGRAM INVOLVEMENT?

Schools were asked to survey all advisory committee members serving within the various vocational programs. In most cases, surveying was done at a regularly scheduled advisory meeting. Table 29 displays advisory committee reaction to 19 statements concerning this input.

Table 29

ADVISORY COMMITTEE MEMBERS RATE SELECTED ASPECTS OF THEIR VOCATIONAL PROGRAM INVOLVEMENTS

1987
N=781

Statement	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	Mean	Standard Deviation
I feel the members of my advisory committee represent employers and employees, male, female, minorities, and special needs persons.						4.159	.764
I feel the advice given by my advisory committee has been solicited and utilized by the people in the vocational program.						4.114	.616
Teaching methods include cooperative, project, and/or simulation method.						4.100	.667
I believe that the philosophy and objectives of the program for which I advise are carried through in the program.						4.072	.641
As far as I know, evaluation techniques are used in the overall program.						4.070	.580
As far as I know, appropriate evaluation techniques are used in the program area which I advise.						4.066	.619
Our advisory committee has goals for its work.						3.969	.740
I feel community resources are effectively identified and used.						3.914	.759
The evaluation plan is functional. . .						3.913	.652
We help identify new skills and technologies.						3.870	.780
My advisory committee meetings were scheduled for an adequate number of times to accomplish our purpose.						3.850	.835

Table 29 (concluded)

Statement	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	Mean	Standard Deviation
Community needs are solicited and our committee was involved.						3.804	.790
I feel the vocational program is preparing students for entry into nontraditional occupations.						3.769	.860
Utilization of prior evaluation findings has occurred.						3.748	.730
My advisory committee has been involved in evaluating the adequacy of in-school facilities and equipment.						3.696	.908
I feel my advisory committee is or has been involved in identifying specific occupational skills through task analysis or competency assessment.						3.665	.869
In-school facilities are appropriate and adequate.						3.611	1.024
I feel advisory committee members provided input in the development of secondary school/VTAE POOL projects in the district.						3.500	.852
I feel the district has adequately utilized the POOL funding for joint secondary school/VTAE POOL projects.						3.381	.805

Advisory respondents were consistently in a high level of agreement in rating these statements. Top ratings were given to representation on the advisory committee, the use made of advice given by the committee, teaching methods, and implementation of program philosophy and objectives. Items concerning POOL projects received the lowest ratings.

Rating Key	Standard Deviation
1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree	0 to .60 = Very High Level of Agreement .61 to 1.20 = High Level of Agreement 1.21 to 1.80 = Moderate Level of Agreement 1.81 & above = Low Level of Agreement

Table 30

PARENTS' EXPRESSION OF SATISFACTION WITH HELP GIVEN IN CAREER CHOICE 1987

N = 1589

"I feel that help given my child in making a career choice was:"	N = 842 SEQUENCE %	N = 532 IPC %	N = 169 SPECIAL NEEDS %	N = 752 MALE %	N = 836 FEMALE %
Omit	3.4	0.2	1.8	2.7	2.5
• Not at all satisfactory.	6.4	3.2	6.5	4.3	6.7
• In need of some improvement.	24.0	19.5	23.1	22.5	23.3
• Satisfactory.	55.3	63.0	59.2	59.0	56.2
• Very satisfactory.	10.8	14.1	9.5	11.6	11.2

Table 31

PARENTS' EXPRESSION OF SATISFACTION WITH PREPARATION GIVEN FOR CAREER CHOICE 1987

N = 1589

"I feel the educationand preparation my child received for this career choice was:"	N = 842 SEQUENCE %	N = 532 IPC %	N = 169 SPECIAL NEEDS %	N = 752 MALE %	N = 836 FEMALE %
Omit	4.4	0.6	2.4	2.8	3.7
• Not at all satisfactory.	4.0	3.9	5.9	4.7	3.9
• In need of some improvement.	22.2	18.0	21.3	20.3	21.7
• Satisfactory.	58.7	62.6	64.5	60.8	58.3
• Very satisfactory.	10.7	14.8	5.9	11.4	12.4

Parents show a high level of satisfaction with help given their child in making a career choice. Parents of IPC students/graduates indicate the most satisfaction (77.1 percent); parents of sequence students/graduates show a lower level of satisfaction (66.1 percent) than parents of special needs students/graduates (68.7 percent). Parents of female students/graduates are less satisfied (67.4 percent) than parents of male students/graduates (70.6 percent).

The education and preparation that the child received for his/her career choice received high marks from parents. Parents of IPC students/graduates show the highest satisfaction (77.4 percent). Parents of special needs students/graduates show 70.4 percent satisfaction compared to 69.4 percent for sequence students/graduates.

Table 32

PARENTS' EXPRESSION OF THE IMPORTANCE OF HIGH SCHOOL VOCATIONAL COURSES
1987

N = 1589

"I feel vocational courses including career exploration and the development of saleable job skills should be part of the high school curricula:"	N = 842 SEQUENCE %	N = 532 IPC %	N = 169 SPECIAL NEEDS %	N = 752 MALE %	N = 836 FEMALE %
Omit	0.8	1.1	1.2	1.7	0.8
• Yes.	86.0	84.4	83.4	81.8	88.3
• Not sure.	10.2	13.2	11.8	13.8	8.9
• No.	3.0	1.3	3.6	2.7	2.0

Table 33

PARENTS' VIEW OF THEIR CHILDS ACCESS TO VOCATIONAL COURSES
1987

N = 1589

"My child was able to enter vocational education courses related to his/her career choice:"	N = 842 SEQUENCE	N = 532 IPC %	N = 169 SPECIAL NEEDS %	N = 752 MALE %	N = 836 FEMALE %
Omit	4.5	3.2	5.3	4.5	4.3
• Yes.	55.1	61.5	45.6	53.7	57.7
• Not sure.	26.0	23.3	31.4	29.0	23.3
• No.	14.4	12.0	17.8	12.8	14.7

Approximately eighty-five percent of the parents of vocational students/graduates feel that career exploration and the development of saleable job skills should be a part of the high school curricula.

Sixty-one percent of the parents of IPC students/graduates said their child had access to vocational courses related to his/her career choice.

Table 34

ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY INSTITUTIONS

1987
N=645

"Is there a systematic articulation plan in your school which identifies methods of coordination between secondary and post-secondary institutions?"	VOCATIONAL STAFF RESPONSE			
	N = 425 Secondary %	N = 187 VTAE %	N = 2* 2-Year UW Campus %	N = 25 4-Year University %
omit	0.5	1.6	0.0	4.0
• Yes	31.8	59.7	50.0	36.0
• Not sure	42.5	24.7	50.0	16.0
• No	25.2	14.0	0.0	44.0

Table 35

ARTICULATION BETWEEN IN-SCHOOL VOCATIONAL PROGRAMS

1987
N=645

"Is there a systematic articulation plan in your school which identifies methods of coordination between vocational programs in your school?"	VOCATIONAL STAFF RESPONSE			
	N = 425 Secondary %	N = 187 VTAE %	N = 2* 2-Year UW Campus %	N = 25 4-Year University %
omit	0.2	10.8	0.0	4.0
• Yes	44.1	59.1	50.0	32.0
• Not sure	37.7	23.1	50.0	12.0
• No	17.9	7.0	0.0	52.0

Table 36

ARTICULATION BETWEEN NEIGHBORING SECONDARY SCHOOLS

1987
N=645

"Is there a systematic articulation plan in your school which identifies methods of coordination between neighboring secondary schools?"	VOCATIONAL STAFF RESPONSE			
	N = 425 Secondary %	N = 187 VTAE %	N = 2* 2-Year UW Campus %	N = 25 4-Year University %
omit	0.5	14.5	0.0	12.0
• Yes	24.5	28.5	50.0	12.0
• Not sure	35.6	40.3	0.0	32.0
• No	39.6	16.7	50.0	44.0

(*Sample is too small to draw conclusions.) VTAE respondents show a higher level of articulation between secondary and post-secondary institutions (VTAE, 59.7 percent: secondary, 31.8 percent), between in-school vocational programs (VTAE, 59.1 percent; secondary, 44.1 percent) and between neighboring secondary schools (VTAE, 28.5 percent; secondary 24.5 percent).

O VOCATIONAL STAFF ARTICULATE IN PROGRAM AREAS?

Table 37

VOCATIONAL STAFF RATE ARTICULATION IN PROGRAM COMPONENTS

	1987 N
Secondary	425
VTAE	187
2-Year UW-Campus	2
4-Year University	25

"As a vocational staff member, do you feel you articulate with vocational instructors and/or 4-year universities in the following areas:"	Strongly Disagree 1 Disagree 2 Undecided 3 Agree 4 Strongly Agree 5	Mean	Standard Deviation
Curriculum development			
Secondary	========================	3.21	1.19
VTAE	++++++++++++++++++++++++++	3.53	1.06
4-Year University*	•••••••••••••••••••••••••••••••••••••••	3.53	1.12
Identification of community resources			
Secondary	========================	3.22	1.12
VTAE	+++++++++++++++++++++++++	3.42	1.07
4-Year University	•••••••••••••••••••••••••••••••••••	3.16	0.90
Advanced placement			
Secondary	========================	3.21	1.11
VTAE	+++++++++++++++++++++++++++	3.60	1.13
4-Year University	••••••••••••••••••••••••••••••••••••••	3.42	1.12
Co-op programs			
Secondary	====================	2.93	1.24
VTAE	++++++++++++++++++	2.74	1.07
4-Year University	••••••••••••••••••••••••••••••	2.95	1.22
Shared facilities			
Secondary	=================	2.63	1.23
VTAE	++++++++++++++++++++++	3.00	1.18
4-Year University	••••••••••••••••••••••••••••••	2.89	1.02
Shared staff			
Secondary	===============	2.44	1.14
VTAE	++++++++++++++++++	2.76	1.15
4-Year University	•••••••••••••••••••••••••••	2.75	1.12

*2-Year UW-Campus samples too small to report.

... *Continued on next page* ...

Table 37 (concluded)

VOCATIONAL STAFF RATE ARTICULATION IN PROGRAM COMPONENTS

"As a vocational staff member, do you feel you articulate with vocational instructors and/or 4-year universities in the following areas:"	Strongly Disagree 1 · Disagree 2 · Undecided 3 · Agree 4 · Strongly Agree 5	Mean	Standard Deviation
Placement services			
Secondary	===================	2.81	1.12
VTAE	+++++++++++++++++++	2.84	1.14
4-Year University	***************************	2.63	0.83
Employer followup			
Secondary	==================	2.78	1.09
VTAE	+++++++++++++++++++++++	3.10	1.20
4-Year University	******************************	2.85	0.99
Graduate followup			
Secondary	=======================	3.05	1.14
VTAE	+++++++++++++++++++++++++	3.33	1.19
4-Year University	*************************************	3.30	1.03
Use of business/industry resources			
Secondary	=======================	3.19	1.15
VTAE	+++++++++++++++++++++++++++	3.54	1.06
4-Year university	***************************************	3.40	0.82

Vocational staff response about articulation in program areas with vocational institutions and/or 4-year universities shows moderate levels of articulation in all response groups. Means range from 3.60 to 2.44. Standard deviations generally indicate a high level of agreement among respondents.

Rating Key	Standard Deviation
1 = Strongly Agree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree	0 to .60 = Very High Level of Agreement .61 to 1.20 = High Level of Agreement 1.21 to 1.80 = Moderate Level of Agreement 1.81 & above = Low Level of Agreement

SUMMARY OF SELECTED EVALUATION FINDINGS

Introduction

Data collected from the fifty-five schools participating in the fourth year of Wisconsin's FY84-FY87 vocational program evaluation cycle, give a positive picture of the value and effectiveness of secondary vocational education in Wisconsin. Data gathered from graduates, employers of graduates, students, staff, parents, and advisory committee members in the fifty-five schools include the following evaluation results which can (with the exception of low membership in some student organizations) be considered strengths of the vocational program.

Employment

One year after graduation

IPC graduates responded to report that 69.5 percent are employed *full- and part-time* one year after graduation. Less than five percent of one-year IPC graduates report being *unemployed*, looking for employment.

In comparison to IPC graduates, a lower percent of sequence one-year graduates (58.3 percent) are *employed full- and part-time;* 6.2 percent are *unemployed* looking for employment.

Five years after graduation

Nearly ninety percent of IPC graduates five years after graduation report being *employed full- and part-time* . Three percent of five-year IPC graduates report being *unemployed* looking for employment.

Fewer sequence five-year graduates (83.3 percent) are *employed full- and part-time* ; less than five percent are *unemployed* looking for paid employment.

Educational Status

Over 45 percent of IPC one-year graduates and nearly 13 percent of IPC five-year graduates are students.

A higher proportion of sequence one-year graduates (58.2 percent) are in school while a lesser percentage of sequence five-year grads (18.2 percent) are students.

Relatedness of Training

Data collected in 1987 show that 66.9 percent of *employed* one-year IPC graduates and 77.5 percent of *employed* five-year IPC graduates were judged to be working in a field related to their high school vocational program; 33.1 percent and 22.5 percent respectively were judged to be employed in jobs **not** related to their high school vocational program.

Sequence graduates showed lower relatedness levels; 41.2 percent one-year graduates and 59.5 percent five-year graduates were working in areas related to their high school vocational program.

Training Satisfaction

Another strength of secondary vocational education in Wisconsin can be found in both graduate and student expression of satisfaction with their vocational education. Seventy-three percent of one-year IPC graduates and 82 percent of currently enrolled students responding stated they were either *satisfied* or *very satisfied* with their vocational education.

Employer Preference

Employers of graduates tended to echo graduate and student expressions of satisfaction with the vocational education received.

Eighty-seven percent of employers of one-year graduates and 82 percent of employers of five-year graduates expressed either some or a good deal of preference for hiring them.

One reason for this preference might be found in employers' high ratings of high school vocational preparation. Fifty-one percent of employers of IPC graduates rated the individual as better prepared than other employees in his/her wage group who did not receive such training. Another reason for employer preference in hiring high school graduates with vocational preparation can be found in employers' ratings of graduates' *technical knowledge, work attitude, work quality, and work quantity* (output). Means ranged from a high of 4.07 to 3.54 (on a five-point scale) for IPC and sequence graduates. Work attitude was highest for both groups and technical knowledge was lowest for both groups.

Employers also gave graduates positive ratings in both job-related skills and job-related personal qualities. *Appearance, attendance, and willingness to perform tasks* received mean ratings of 4.34 to 4.19 (out of a possible 5) for one-year IPC and sequence graduates. *Ability to work with co-workers, consideration for others, accepting advice and supervision* ranged from 4.19 to 4.04. Employers gave lowest rating to *working in a leadership role if applicable*; 3.46, IPC and 3.49 sequence. In most cases, IPC graduates received higher ratings than sequence graduates. However, differences were generally small. *Use of tools and equipment* showed the largest difference between IPC and sequence graduates (.13).

Employers rated vocational graduates on their preparation in basic skills. Ratings ranged from 3.78 to 4.01 (on a five-point scale) indicating employers judged vocational graduates *prepared* to *well-prepared* in the following basic skill areas: reading, spelling, arithmetic, writing, speaking, listening. While IPC graduates and sequence graduates fared similarly in employers ratings, males and females were rated somewhat differently. Females were rated higher than males in all basic skill areas (female ratings ranged from 3.89 to 4.10; male ratings ranged from 3.58 to 3.80).

Student Organizations

Current students, grades 9-12, indicated that, overall, they were not taking advantage of membership in local vocational student organizations. Over six out of every ten vocational student respondents indicated they do not presently belong to a vocational student organization. However, when analyzed by vocational discipline, it was found that the marketing education discipline reports 46.7 percent membership in DECA; the agriculture discipline reports 71.9 percent membership in FFA. The technology education discipline reports membership in VICA as low as 5.6 percent. The possibility exists of a relationship between low vocational student organization membership and the *average* rating given by employers to graduates on possessing and using *leadership* skills.

Post-High School Plans

Forty-six percent of the in-school students surveyed indicated they planned to *combine* school and work after high school graduation. Fourteen percent planned to work and 28.6 percent planned to go on to school. Of those school-bound respondents, 27.2 percent plan to go to a VTAE one- or two-year program and 43.5 percent plan to attend a four-year university program.

When student response is analyzed by discipline area, only in the agriculture program did students indicate their post-high school plans are equally for work or combined school and work. A larger proportion of students in business education, health occupations, home economics, and marketing education programs plan to combine school and work rather than work only or go to school only. One in five technology education graduates plan military service after graduation.

Special Needs

Data from special needs graduates and in-school students are available in 11 of the 15 questionnaires in the FY84-FY87 evaluation cycle. *Employment* data show that 65 percent of one-year graduates are working full- and part-time and 14.1 percent are unemployed. Thirty-one percent are full- and part-time *students* . Fifty-three percent of one-year graduates are working in jobs *related* to their high school training. Over 67 percent of one-year graduates are *satisfied* and very satisfied with their high school vocational training. *Employer* preference to hire ("some preference" and "a good deal of preference") shows 80 percent for one-year special needs graduates. Eighty-four percent of in-school students are satisfied and very satisfied with the vocational training they are receiving.

School Staff

School staff, 60 percent of which were vocational instructors, were asked about program evaluation aspects of their vocational program.

Over seven out of ten vocational staff indicated progress had been made in implementing recommendations from the previous evaluation (41 percent, yes; 35.5 percent, some). Follow-up studies are used to provide feedback for program improvement according to 47 percent of staff. Over 35 percent of staff said adequate resources were available to implement the evaluation plan.

Advisory Committee

The 781 advisory committee members who responded to the evaluation survey reacted positively to selected statements relating to their vocational involvement in their respective vocational areas. Advisory committee members also agreed that the *teaching methods included cooperative, project and/or simulation,* that *the committee's representation was appropriate,* that *committee advice had been utilized,* that *evaluation techniques were used in specific program areas and the overall vocational education programs,* that *program philosophy and objectives were carried out* . Advisory committee members also agreed that it had *goals for its work,* that it helped *identify new skills and technologies,* and that *community resources were effectively used* .

Parents

Parents indicated considerable satisfaction with the help given their children in making a career choice. Over 77 percent of parents whose children had been or were presently in an IPC program were satisfied and very satisfied. Parents whose children were in special needs programs were also satisfied (68.7 percent).

The education and preparation that children received for their career choice also received high marks from parents. Over 77 percent of parents of IPC graduates/students were satisfied and very satisfied; parents of special needs graduates/students showed somewhat lower satisfaction (70.4 percent).

Parents (continued)

Parents, when asked if they felt that "vocational courses including career exploration and the development of saleable job skills should be part of the high school curricula." responded with a resounding "yes". Over eight out of ten parents of IPC graduates favored vocational courses in the high school curricula. Sixty percent of the parents said their child had access to vocational courses related to his or her career choice.

Articulation

VTAE respondents show a higher level of articulation in three areas: *between secondary and post-secondary institutions* (VTAE, 59.7 percent; secondary, 31.8 percent), *between in-school vocational programs* (VTAE, 59.1 percent; secondary, 44.1 percent) and *between neighboring secondary schools* (VTAE, 28.5 percent; secondary, 24.5 percent).

Perspective

To keep this summary of selected evaluation findings in perspective, the reader is again referred to the last paragraph of Chapter 1 which defines the representativeness of the data. The introduction to this chapter discusses the reporting procedure used to compile this composite evaluation report.

Chapter 3

PROGRAM AREA PROFILES

Frequently, vocational educators are interested in a more focused view of the composite data than as it was presented in Chapter 2. The material in this chapter was gathered from the one- and five-year follow-up data. It highlights employment and post-secondary findings for various sub-groups. Tables are presented for each of the six program areas (agriculture, business education, health occupations, home economics, technology education and marketing education.) Other sub-groups presented are special needs, male/female and sequence/IPC.

Each sub-group presents overall data for that population. For example: all program areas, special needs and male/female figures include both IPC and sequence graduates. Sequence/IPC figures do not include data from general education graduates.

Agriculture

Most graduates are male. Two out of 13 one-year graduates are female; twenty percent of five-year graduates are female. Over 70 percent of the one-year graduates and 88 percent of the five-year graduates are working full- and part-time. Likewise a high percentage of those working are in jobs related to their high school training. Unemployment is low for these schools. Post-secondary training is less frequent, with VTAE attendance increasing the more time elapses from graduation. When the graduates attend VTAE programs at five-years they are more likely to study an area related to their high school training than when they choose other forms of post-secondary training.

Business Education

Most graduates are female. Two out of nine of the one-year graduates are male; one out of nine of the five-year graduates are male. One-year graduates are more likely to be working than to be full- and part-time students. Those who work are moderately likely to be employed in jobs related to their high school training. Five-year graduates show a higher percentage of relatedness. Unemployment is low. Total post-secondary training is high with university attendance more likely.

Health Occupations

(Note: This population is too small for accurate comparisons to be made.) Most graduates are female; one out of 17 one-year graduates are male. One-year graduates are more likely to be working than to be students. Those who work do so in jobs related to their high school training. Unemployment is higher than the state composite average for one-year graduates. Total post-secondary training is high with university attendance more likely.

Home Economics

Most graduates are female; two out of 15 one-year graduates and one out of 16 five-year graduates are male. One-year graduates are more likely to work full- and part-time than to be students full- and part-time. Unemployment is higher than any other vocational program area. Less than one-half of the one-year graduates are working in areas related to their high school training. Post-secondary training is highest for five-year graduates in VTAE programs.

Technology Education

Most graduates are male; one in 15 graduates are female at one-year and one in 26 graduates are female at five-years. Over two-thirds of the one-year graduates and 88 percent of the five-year graduates are working full- and part-time. Unemployment is low. Post-secondary training is less frequent. Of those who work, slightly over half of the one-year graduates are employed in jobs related to their high school training. Five-year graduates show a higher percentage of relatedness. Post-secondary training for one-year graduates is moderate with more graduates in university programs.

Marketing Education

Most graduates are female; however, approximately three out of nine one-year graduates are male. The male/female ratio is more equal in this program area. At one-year over two-thirds of the graduates are working full- and part-time. Fewer graduates are students full- and part-time at five years. Relatedness is high for both one-year and five-year graduates. The percentage of graduates attending university programs is higher than those attending VTAE programs.

Special Needs

Graduate data are approximately equal between one-year male and female graduates. About two-thirds are employed full- and part-time; slightly less than one-third are students full- and part-time. Of those who are employed, about half are working in jobs related to their high school training. Unemployment is highest of any group surveyed one-year after graduation. Post-secondary training for these graduates is similar at VTAE schools and universities one-year after graduation. Population for five-year data is small (N = 109).

Male/Female

Overall, the data show an approximately equal balance between the number of male and female graduates. Employment, full- and part-time, is slightly higher for males at both one and five years. There are more female one-year graduates who are students full- and part-time. Unemployment for males is lower than for females. Males earn higher hourly wages. At one-year females earn an average of $.60/hour less than males; the average disparity increases to $.92/hour at five-years. (This translates to $1248 difference on an annual basis one-year after graduation and $1913 five years after graduation.) Less than half of the one-year male and female graduates are working in jobs related to their area of high school training. Overall post-secondary training is approximately equal between males and females. Males and females attend post-secondary programs in areas related to their high school training in approximately equal percentages.

Sequence/IPC

There are more female sequence graduates and more male IPC graduates, both at one- and five-years. More IPC graduates are employed full- and part-time. More sequence graduates are students full- and part-time. Two-thirds of the IPC graduates are employed in jobs related to their area of high school training. Relatedness is low for one-year sequence graduates. IPC graduates are more likely to attend VTAE programs at one year; sequence graduates are more likely to attend university programs. Relatedness of post-secondary training to area of high school training follows the same trend: more IPC graduates are in related VTAE programs and more sequence graduates are in related university programs.

Table 38

AGRICULTURE

GRADUATE DATA	One-Year		Five-Year	
	N	%	N	%
NUMBER OF GRADUATES	293		168	
male	247	84.3	133	79.2
female	46	15.7	35	20.8
EMPLOYMENT STATUS				
employed full and part time	209	71.3	148	88.2
unemployed, looking for work	10	3.4	7	4.2
average hourly wage	$3.86		$5.94	
*average hours worked/week:				
20 hours/week or less	35	19.2	7	5.1
21-35 hours/week	29	16.0	10	7.2
36 hours/week or more	118	64.8	195	87.7
JOB RELATEDNESS				
**employed in related occupation	141	69.8	102	70.8
employed in unrelated occupation	61	30.2	42	29.2
EDUCATIONAL STATUS				
student full and part time	133	45.4	17	10.2
attending VTAE school	52	17.8	52	31.0
attending university (includes graduate work)	74	25.3	25	14.9
apprenticeship program	1	0.3	11	6.5
on-the-job training	12	4.1	26	15.5
not in school/no further training	105	35.8	55	32.7
EDUCATIONAL RELATEDNESS				
***student in related VTAE	41	26.8	31	32.3
student in related university	52	34.0	21	21.9
student in other related program	14	9.2	16	16.7
student in unrelated program	46	30.1	28	29.2

*average hours expressed for employed graduates

**job relatedness expressed for employed graduates

***educational relatedness expressed for graduates attending a post-secondary program.

Table 39

BUSINESS EDUCATION

GRADUATE DATA	One-Year N	One-Year %	Five-Year N	Five-Year %
NUMBER OF GRADUATES	1572		414	
male	339	21.6	47	11.4
female	1233	78.4	367	88.6
EMPLOYMENT STATUS				
employed full and part time	899	57.3	360	86.8
unemployed, looking for work	75	4.8	15	3.6
average hourly wage	$3.48		$5.62	
*average hours worked/week:				
20 hours/week or less	350	41.6	38	10.7
21-35 hours/week	210	25.0	46	13.0
36 hours/week or more	281	33.4	270	76.3
JOB RELATEDNESS				
**employed in related occupation	437	50.2	241	68.1
employed in unrelated occupation	433	49.8	113	31.9
EDUCATIONAL STATUS				
student full and part time	1006	64.0	67	16.1
attending VTAE school	266	16.9	121	29.3
attending university (includes graduate work)	700	44.5	143	34.5
apprenticeship program	3	0.2	4	1.0
on-the-job training	27	1.7	37	8.9
not in school/no further training	404	25.7	71	17.1
EDUCATIONAL RELATEDNESS				
***student in related VTAE	196	19.6	96	30.7
student in related university	402	40.1	79	25.2
student in other related program	39	3.9	34	10.9
student in unrelated program	365	36.4	104	33.2

*average hours expressed for employed graduates
**job relatedness expressed for employed graduates
***educational relatedness expressed for graduates attending a post-secondary program.

Table 40

HEALTH OCCUPATIONS

GRADUATE DATA	One-Year N	One-Year %	Five-Year N	Five-Year %
NUMBER OF GRADUATES	68		22	
male	4	5.9	1	4.5
female	64	94.1	21	95.5
EMPLOYMENT STATUS				
employed full and part time	39	57.3	16	72.7
unemployed, looking for work	4	5.9	3	13.6
average hourly wage	$3.77		$5.81	
*average hours worked/week:				
20 hours/week or less	19	47.5	2	12.5
21-35 hours/week	6	15.0	7	43.8
36 hours/week or more	15	37.5	7	43.8
JOB RELATEDNESS				
**employed in related occupation	22	55.5	13	81.3
employed in unrelated occupation	18	45.0	3	18.7
EDUCATIONAL STATUS				
student full and part time	33	48.5	4	18.1
attending VTAE school	9	13.3	5	22.7
attending university (includes graduate work)	20	29.4	8	36.3
apprenticeship program	1	1.5	0	0.0
on-the-job training	1	1.5	2	10.0
not in school/no further training	29	42.6	8	36.4
EDUCATIONAL RELATEDNESS				
***student in related VTAE	7	19.4	3	23.1
student in related university	10	27.8	7	53.8
student in other related program	3	8.3	2	15.4
student in unrelated program	16	44.4	1	7.7

*average hours expressed for employed graduates
**job relatedness expressed for employed graduates
***educational relatedness expressed for graduates attending a post-secondary program.

Table 41

HOME ECONOMICS

GRADUATE DATA	One-Year		Five-Year	
	N	%	N	%
NUMBER OF GRADUATES	512		121	
male	71	13.9	7	5.8
female	441	86.1	114	94.2
EMPLOYMENT STATUS				
employed full and part time	321	62.7	94	77.7
unemployed, looking for work	56	10.9	8	6.6
average hourly wage	$3.31		$4.69	
*average hours worked/week:				
20 hours/week or less	103	34.8	15	16.7
21-35 hours/week	90	30.4	24	26.7
36 hours/week or more	103	34.8	51	56.7
JOB RELATEDNESS				
**employed in related occupation	134	43.2	55	57.9
employed in unrelated occupation	176	56.8	40	42.1
EDUCATIONAL STATUS				
student full and part time	224	43.8	20	16.6
attending VTAE school	67	13.1	40	33.0
attending university (includes graduate work)	139	27.1	24	19.9
apprenticeship program	3	0.6	3	2.5
on-the-job training	11	2.1	18	14.9
not in school/no further training	221	43.2	37	30.6
EDUCATIONAL RELATEDNESS				
***student in related VTAE	42	18.5	21	26.9
student in related university	50	22.0	1	14.1
student in other related program	10	4.4	7	9.0
student in unrelated program	125	55.1	39	50.0

*average hours expressed for employed graduates
**job relatedness expressed for employed graduates
***educational relatedness expressed for graduates attending a post-secondary program.

Table 42

TECHNOLOGY EDUCATION

GRADUATE DATA	One-Year N	One-Year %	Five-Year N	Five-Year %
NUMBER OF GRADUATES	1453		455	
male	1359	93.5	438	96.3
female	94	6.5	17	3.7
EMPLOYMENT STATUS				
employed full and part time	977	67.2	401	88.1
unemployed, looking for work	83	5.7	15	3.3
average hourly wage	$4.12		$6.28	
*average hours worked/week:				
20 hours/week or less	187	23.1	27	7.1
21-35 hours/week	157	19.4	17	4.5
36 hours/week or more	464	57.4	336	88.4
JOB RELATEDNESS				
**employed in related occupation	456	52.2	276	70.1
employed in unrelated occupation	417	47.8	118	29.9
EDUCATIONAL STATUS				
student full and part time	638	43.9	94	16.9
attending VTAE school	225	15.5	121	26.6
attending university (includes graduate work)	404	27.8	87	19.1
apprenticeship program	22	1.5	33	7.3
on-the-job training	49	3.4	76	16.7
not in school/no further training	495	34.1	120	26.4
EDUCATIONAL RELATEDNESS				
***student in related VTAE	191	27.5	108	37.1
student in related university	197	28.3	44	15.1
student in other related program	62	8.9	63	21.6
student in unrelated program	245	35.3	76	26.1

*average hours expressed for employed graduates
**job relatedness expressed for employed graduates
***educational relatedness expressed for graduates attending a post-secondary program.

Table 43

MARKETING EDUCATION

GRADUATE DATA	One-Year		Five-Year	
	N	%	N	%
NUMBER OF GRADUATES	327		78	
male	108	33.0	18	23.1
female	219	67.0	60	76.9
EMPLOYMENT STATUS				
employed full and part time	230	70.3	71	90.9
unemployed, looking for work	11	3.4	1	1.3
average hourly wage	$3.55		$5.05	
*average hours worked/week:				
20 hours/week or less	76	35.8	14	20.6
21-35 hours/week	59	27.8	14	20.6
36 hours/week or more	77	36.3	40	58.8
JOB RELATEDNESS				
**employed in related occupation	160	72.1	56	83.6
employed in unrelated occupation	62	27.9	11	16.4
EDUCATIONAL STATUS				
student full and part time	186	56.9	20	25.6
attending VTAE school	69	21.1	23	29.5
attending university (includes graduate work)	106	32.4	28	35.9
apprenticeship program	0	0.0	2	2.6
on-the-job training	5	1.5	9	11.5
not in school/no further training	89	27.2	15	19.2
EDUCATIONAL RELATEDNESS				
***student in related VTAE	44	22.9	19	32.8
student in related university	81	42.2	17	29.3
student in other related program	10	5.2	10	17.2
student in unrelated program	57	29.7	12	20.7

*average hours expressed for employed graduates

**job relatedness expressed for employed graduates

***educational relatedness expressed for graduates attending a post-secondary program.

Table 44

SPECIAL NEEDS

GRADUATE DATA	One-Year		Five-Year	
	N	%	N	%
NUMBER OF GRADUATES	525		109	
male	305	58.1	60	55.0
female	220	41.9	49	45.0
EMPLOYMENT STATUS				
employed full and part time	341	65.0	86	79.0
unemployed, looking for work	74	14.1	11	10.1
average hourly wage	$3.64		$5.40	
*average hours worked/week:				
20 hours/week or less	82	28.1	6	7.2
21-35 hours/week	57	19.5	10	12.0
36 hours/week or more	153	52.4	67	80.7
JOB RELATEDNESS				
**employed in related occupation	165	53.2	57	67.1
employed in unrelated occupation	145	46.8	28	32.9
EDUCATIONAL STATUS				
student full and part time	163	31.0	9	8.3
attending VTAE school	82	15.6	26	23.8
attending university (includes graduate work)	69	13.1	11	10.1
apprenticeship program	4	0.8	3	2.8
on-the-job training	18	3.4	17	15.6
not in school/no further training	245	46.7	37	33.9
EDUCATIONAL RELATEDNESS				
***student in related VTAE	63	39.6	22	41.5
student in related university	22	13.8	4	7.6
student in other related program	12	7.5	5	9.4
student in unrelated program	62	39.0	22	41.5

*average hours expressed for employed graduates
**job relatedness expressed for employed graduates
***educational relatedness expressed for graduates attending a post-secondary program.

Table 45

MALE/FEMALE

GRADUATE DATA	One-Year				Five-Year			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
NUMBER OF GRADUATES								
male	2504				736			
female			2545				737	
EMPLOYMENT STATUS								
employed full and part time	1590	63.4	1426	56.1	622	84.5	617	83.7
unemployed, looking for work	112	4.5	159	6.2	30	4.1	32	4.3
average hourly wage	$4.00		$3.40		$6.28		$5.36	
*average hours worked/week:								
20 hours/week or less	329	25.2	572	43.4	45	7.7	79	13.1
21-35 hours/week	278	21.3	325	24.6	33	5.6	111	18.3
36 hours/week or more	697	53.5	422	32.0	510	86.7	415	68.6
JOB RELATEDNESS								
**employed in related occupation	715	51.0	698	51.6	417	68.6	391	65.0
employed in unrelated occupation	688	49.0	656	48.4	191	31.4	211	35.0
EDUCATIONAL STATUS								
student full and part time	1287	51.4	1530	60.2	136	18.5	130	17.6
attending VTAE school	345	13.8	397	15.6	183	24.9	216	29.3
attending university (includes graduate work)	900	35.9	1046	41.1	211	28.7	240	32.6
apprenticeship program	26	1.0	5	0.2	43	5.8	15	2.0
on-the-job training	84	3.4	26	1.0	108	14.7	77	10.4
not in school/no further training	731	29.2	718	28.2	179	24.3	145	19.7
EDUCATIONAL RELATEDNESS								
***student in related VTAE	257	22.9	266	22.2	138	33.6	141	31.5
student in related university	390	34.7	406	33.9	88	21.4	94	21.0
student in other related program	88	7.8	54	4.5	79	19.2	53	11.8
student in unrelated program	389	34.6	473	39.4	106	25.8	160	35.7

*average hours expressed for employed graduates
**job relatedness expressed for employed graduates
***educational relatedness expressed for graduates attending a post-secondary program.

Table 46

SEQUENCE/IPC

GRADUATE DATA	One-Year				Five-Year			
	Sequence		IPC		Sequence		IPC	
	N	%	N	%	N	%	N	%
NUMBER OF GRADUATES	2342		1885		584		675	
male	1084	46.3	1044	55.4	257	44.0	388	57.5
female	1258	53.7	841	44.6	327	56.0	287	42.5
EMPLOYMENT STATUS								
employed full and part time	1365	58.3	1311	69.5	486	83.3	605	89.6
unemployed, looking for work	146	6.2	93	4.9	26	4.5	23	3.4
average hourly wage	$3.55		$3.88		$5.76		$5.80	
*average hours worked/week:								
20 hours/week or less	465	38.0	305	26.4	50	10.8	53	9.1
21-35 hours/week	320	26.2	231	20.0	65	14.0	53	9.1
36 hours/week or more	438	35.8	620	53.6	348	75.2	478	81.8
JOB RELATEDNESS								
**employed in related occupation	534	41.2	817	66.9	286	59.5	457	77.5
employed in unrelated occupation	763	58.8	404	33.1	195	40.5	133	22.5
EDUCATIONAL STATUS								
student full and part time	1363	58.2	859	45.6	106	18.2	87	12.9
attending VTAE school	303	12.9	386	20.5	170	29.1	193	28.6
attending university (includes graduate work)	1005	42.9	439	23.3	192	32.9	123	18.2
apprenticeship program	13	0.6	17	0.9	21	3.6	32	4.7
on-the-job training	71	3.0	34	1.8	72	12.3	94	13.9
not in school/no further training	677	28.9	666	35.3	104	17.8	202	29.9
EDUCATIONAL RELATEDNESS								
***student in related VTAE	217	15.3	305	34.1	111	26.4	167	38.9
student in related university	505	35.7	288	32.2	96	22.8	83	19.4
student in other related program	77	5.4	61	6.8	47	11.2	85	19.8
student in unrelated program	615	43.5	240	26.8	167	39.7	94	21.9

*average hours expressed for employed graduates

**job relatedness expressed for employed graduates

***educational relatedness expressed for graduates attending a post-secondary program.

Chapter 4

OUTCOMES OF SECONDARY VOCATIONAL EDUCATION

A profile of five outcomes of secondary vocational education in Wisconsin can be drawn using the evaluation data collected in 1986-87. The outcomes can also be interpreted as benefits to the young people who participated in various forms of vocational programs as a part of their high school education. These documented outcomes take on an element of urgency in light of the fact that statewide, 60 percent of Wisconsin high school graduates receive no further training after they graduate. Another major factor in the importance of secondary vocational education is the changing job market in Wisconsin and the resulting impact of new technologies on secondary vocational programs.

Employment

In a broad sense, the mission of secondary vocational education is to provide education for employment*. Evaluation data collected in 1986-87 give evidence that the mission is being accomplished. IPC programs are the most effective training method to get young people into the job market immediately. One year out of high school, seven out of ten IPC graduates are working full- and part-time; less than half of the general education graduates are working full- and part-time. Five years out of high school, there is still a sizeable difference in percent of those working full- and part-time: IPC graduates (89.6 percent) and general education graduates (69.6 percent).

Wages. Technology education graduates receive the highest average wage of any program area. Business education graduate wage increases 62 percent between one year after graduation and five years later. This is the highest increase of any program area and considerably higher than inflation rates during that period. Agriculture, technology education and health occupations graduates show comparable increase in wage between one and five years. Female graduates earn 85 percent of the male wage. This compares favorably to the national average for all groups of 63 percent, i.e., female vocational education graduates earn 85¢ of every dollar that male vocational graduates earn. On a national average, females earn 63¢ of every dollar of male wages.

Unemployment. Unemployment rates for **one-year** IPC and sequence graduates have stayed remarkably steady through a time of high unemployment statewide. Male unemployment rates at 4.5 percent are less than one-fourth of the overall Wisconsin male unemployment rate for 16-19 year olds (1986: 20.9%).* The female unemployment rate at 6.2 percent is over five percentage points less than the overall Wisconsin female unemployment rate for 16-19 year olds (1986: 11.9%).

Unemployment rates for **five-year** IPC and sequence graduates are also substantially lower than statewide averages. Male unemployment rates at 4.1 percent are approximately 40 percent of the Wisconsin male unemployment rate for 20-24 year olds (1986: 9.8%)** The female unemployment rate at 4.3 percent is less than half the Wisconsin female unemployment rate for 20-24 year olds (1986: 10.5%).

*Report of the Parker Pen Study, October, 1984.
**U.S. Department of Labor, Bureau of Labor Statistics 1986: Unemployment for Wisconsin16-19 year olds, 16.3%; males 20.9%, and females 11.4%.

Unemployment for Wisconsin 20-24 year olds, 10.1%; males 9.8%; females 10.5%.

Job Relatedness. Two-thirds of IPC graduates are working in jobs related to their high school vocational training. Moreover, that percentage increases to 75 percent in five- and ten-year data collected in 1987. This high relatedness is particularly noteworthy in light of major changes in Wisconsin's job market. Sequence graduates show a lower level of job relatedness, further supporting the effectiveness of IPC programs.

Post-Secondary Training

The vocational training provided to IPC graduates encourages immediate employment. Sequence graduates, however, are more likely to be full- and part-time students. The types of post-secondary programs which graduates choose, also varies. A high percentage of sequence graduates are choosing university programs; IPC graduates are more likely to choose VTAE programs at five years. Post-secondary relatedness is highest for IPC graduates in a VTAE program; sequence graduates in a VTAE program also show high levels of relatedness.

Training Satisfaction

One of the strongest themes that recurs throughout the 1986-87 data is the high degree of satisfaction with vocational training expressed by graduates, in-school students, employers of graduates and parents. The consistency of response from four different groups attests to the perceived value and effectiveness of secondary vocational education.

Graduates. Satisfaction levels are high in all graduate data. Seventy-three percent of IPC and sequence graduates are satisfied with their high school vocational training. Technology education graduates are the least satisfied; health occupations and business education graduates show the highest satisfaction. Special needs graduates are slightly less satisfied than IPC graduates. Seventy-one percent of females are satisfied, compared to 65.6 percent of males.

In-School Students. Satisfaction levels expressed by in-school students* are remarkably high. Differences between program areas are moderate. The highest satisfaction levels are reported by agriculture students (88.4 percent) and the lowest levels are reported by marketing education students (74.7 percent.) Male and female responses are similar. Special needs satisfaction levels are consistent with other overall percentages.

Employers. Satisfaction was expressed by employers as "preference to hire." Both one-year IPC and sequence graduates receive extremely high ratings from employers. Employers of five-year IPC graduates show higher satisfaction percentages. There is little difference in ratings between program areas or special needs graduates.

***Grades 9-12, IPC and sequence students

Parents. Satisfaction was expressed by parents for "the education and preparation my child received for his/her career choice." IPC programs show high levels of satisfaction, with sequence programs slightly lower. Parents of special needs graduates reported satisfaction levels comparable to that of sequence graduates.

Male/Female

Evaluation data for male and female response are seen as important outcomes of secondary vocational education because various differences can be documented. The data do not provide reasons for the differences. Further research is necessary to develop conclusions and recommendations about this complex issue.

What can be stated from the data, however, is that more male one- and five-year graduates are working full- and part-time; more female one-year graduates are full- and part-time students; unemployment is higher for females; and wages are higher for males. Females express a higher level of satisfaction, even though they receive lower wages and have higher unemployment. More female one- and five-year graduates attend VTAE and university programs.

Employers consistently rate females higher in job preparation, basic skills, job skills, and personal qualities.

Male and female in-school students show similar satisfaction with their vocational training.

Parents of male graduates show slightly higher satisfaction with "the education and preparation my child received for his/her career choice."

Special Needs

A comparable percentage of special needs graduates are working full- and part-time. Fewer are students full- and part-time. Unemployment is considerably higher for these graduates. Job relatedness is lower for one-year graduates, and comparable with overall graduate relatedness at five years. Satisfaction with vocational training is similar to IPC and sequence graduates.

Employers of one-year graduates show a high level of preference to hire special needs graduates and give them a high overall rating.

In-school special needs students are found in all vocational student organizations, with the highest percentage belonging to FFA. In-school special needs students show high satisfaction levels with their vocational training.

Parents of special needs graduates are satisfied with "the education and preparation given my child for his/her career choice."

Appendix A

1986-87 School Listing

Adams-Friendship High School

Antigo High School

Baraboo High School

Beaver Dam High School

Beloit-Memorial High School

Boscobel High School

Brillion High School

Brookwood High School

Clinton High School

Cuba City High School

Delavan High School

Edgerton High School

Howards Grove High School

Hurley Murphy High School

Juda High School

Kewaskum High School

LaCrosse
- Central High School
- Logan High School

Lake Geneva High School

Lancaster High School

Luxemburg High School

Madison
- LaFollette High School
- East High School
- West High School
- Memorial High School

Markesan High School

Marshfield High School

Medford High School

Monona Grove High School

Neillsville High School

New Glarus High School

Oak Creek High School

Oregon High School

Park Falls High School

Platteville High School

Port Wing High School

Portage High School

Racine
- Case High School
- Horlick High School
- Park High School

Reedsburg High School

Reedsville High School

South Wayne High School

Spooner High School

Stevens Point High School

Stoughton High School

Thorp High School

Turtle Lake High School

Unity High School

Verona High School

Viroqua High School

Watertown High School

Wauzeka High School

Wisconsin Rapids High School

Wrightstown High School

Appendix B

FY78-FY87 Figures

Page

GRADUATES

Unemployed Rate of Capstone/IPC Graduates Both One Year and Three/Five Years After Graduation. 57

Capstone/IPC Graduates Identify Employment and Educational Status 58

Percentage of Capstone/IPC Graduates Employed in Jobs Related to Their High School Vocational Preparation. 59

Capstone/IPC Graduates Express Satisfaction With High School Vocational Preparation. 60

Capstone/IPC Graduates Indicate Average Hourly Wages Earned. 61

EMPLOYERS

Employers Show Preference for Hiring Vocationally Trained Graduates 62

Employers Indicate Capstone/IPC Graduates' Attitude Toward On-The-Job Training 63

Employers Rate Job Related Qualities of High School Vocational Graduates 64

Employers Rate Basic Skills of High School Vocational Graduates . . . 65

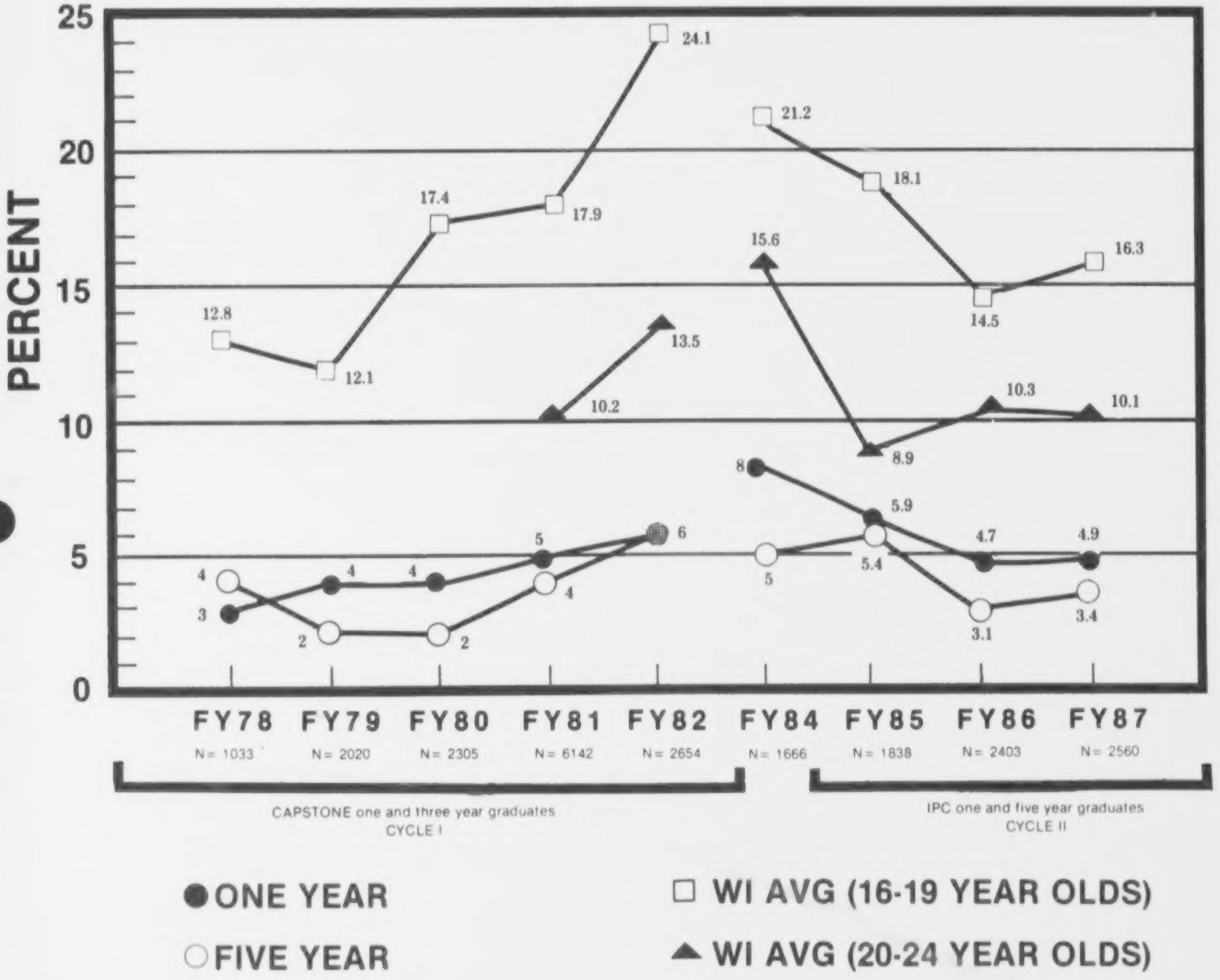
Employers Rate Vocational Training of Graduates as Related to Job Requirements. 66

SPECIAL NEEDS

Employment and Educational Status of Special Needs Students. 67

GRADUATES

Unemployment Rate of Capstone/IPC Graduates
Both One Year and Three/Five Years
After Graduation

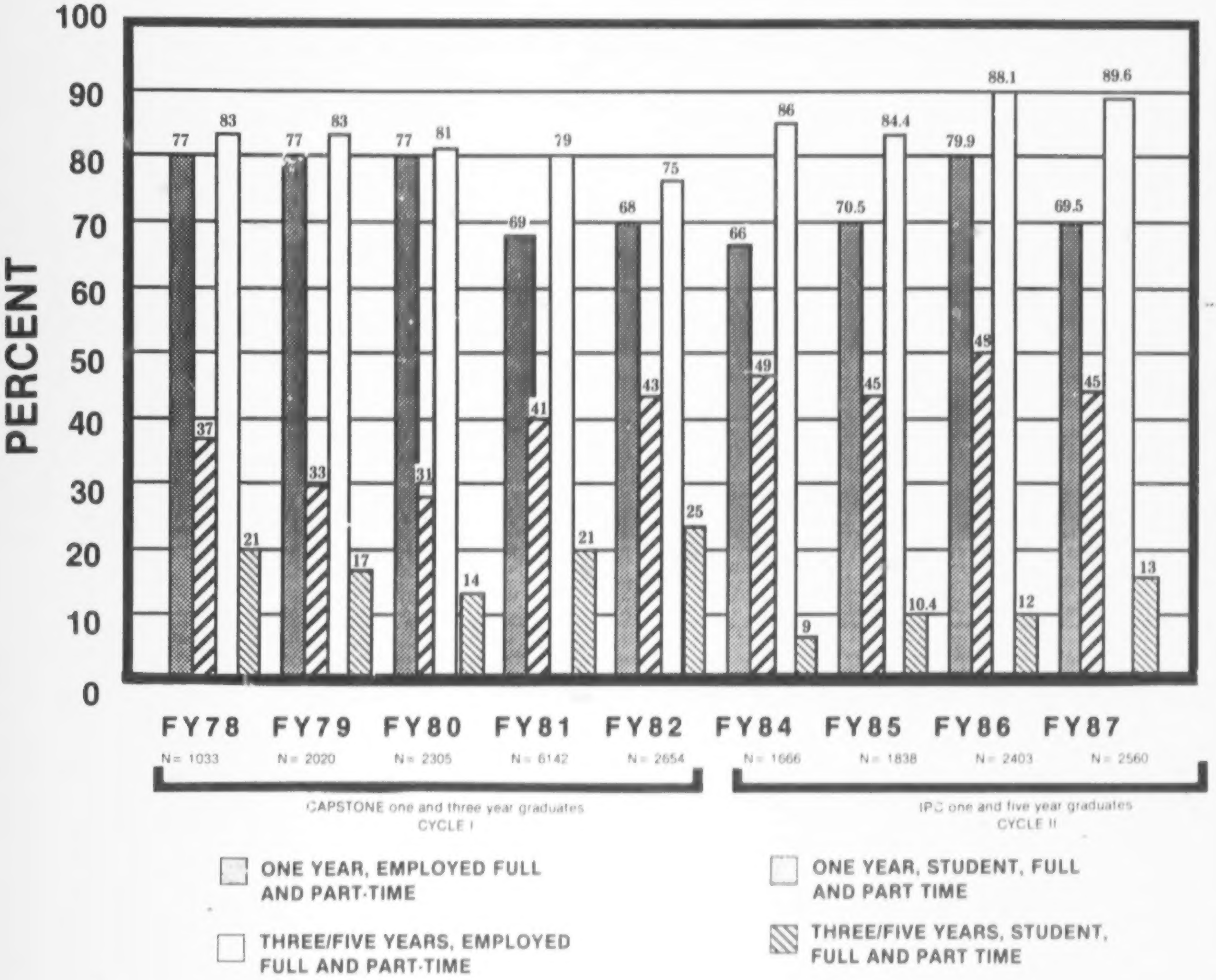


The unemployment percentage for capstone/IPC graduates both one and three/five years after graduation has remained consistently low throughout the five years of Cycle I, and the four years of Cycle II. It ranges from a low of two percent (capstone three-year graduates, FYs 79 and 80) to a high of eight percent (IPC one-year graduates, FY84).

During this same period of time, the Wisconsin teenage unemployment figure has ranged from 12.1 percent (FY79) to a high of 24.1 percent (FY82). The most recent Wisconsin teenage unemployment figure stands at 16.3 percent.

GRADUATES

Capstone/IPC Graduates Identify
Employment and Educational Status



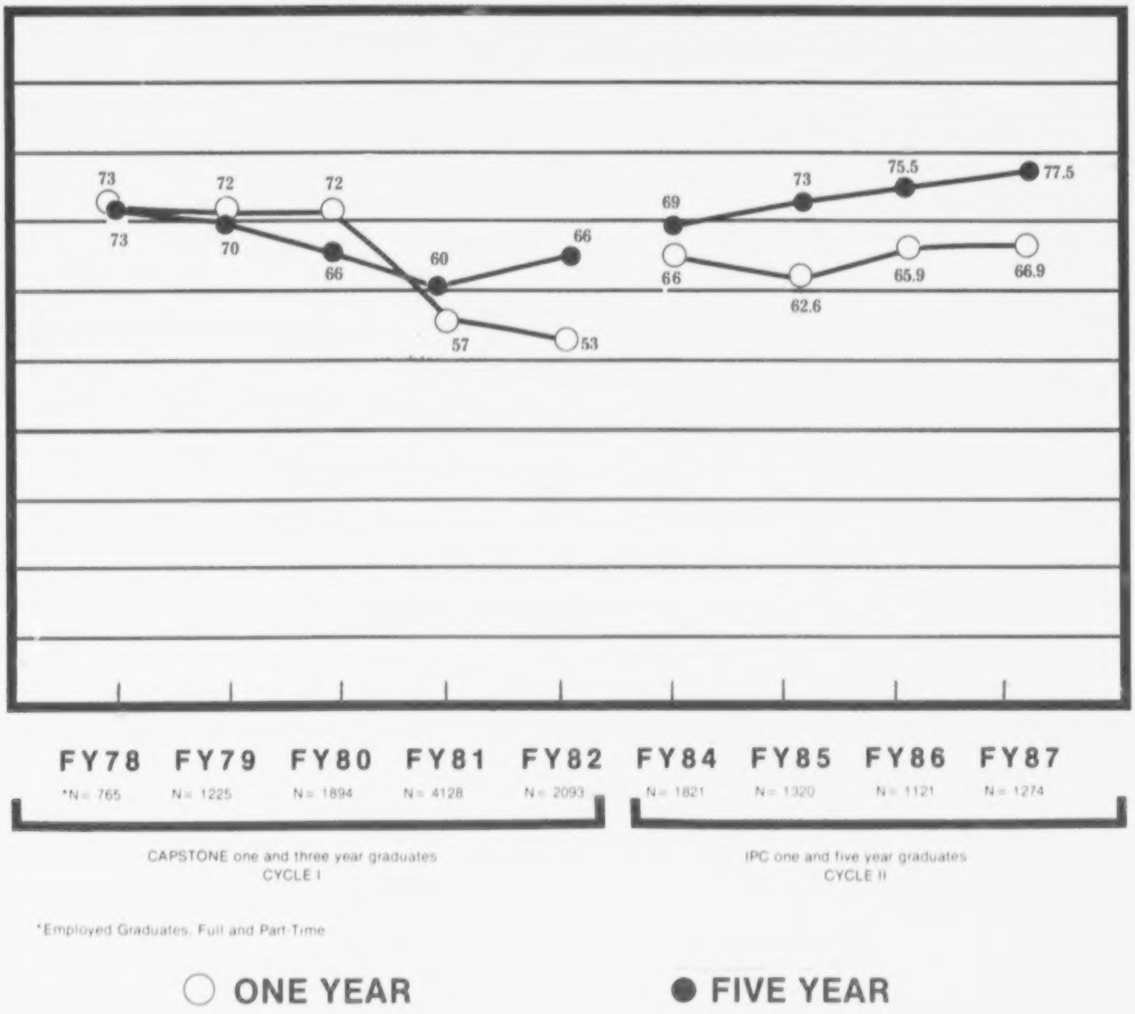
Nine years of employment data collected from Capstone and IPC graduates show several interesting trends. In FY78, FY79, and FY80, employment is high for both one- and three-year graduates. FY81, FY82 and FY84 show a significant drop in employment of one-year graduates. Employment rises again during FY85 and FY86 and drops back to 69.5 in FY87.

The percentage of one-year graduates in school has risen steadily since FY81, never returning to the lows of FY78, FY79 and FY80.

Five-year employment remains consistently high with the exception of a slight dip in FY82.

GRADUATES

Percentage of Capstone/IPC Graduates
Employment in Jobs Related
To Their High School Vocational Preparation



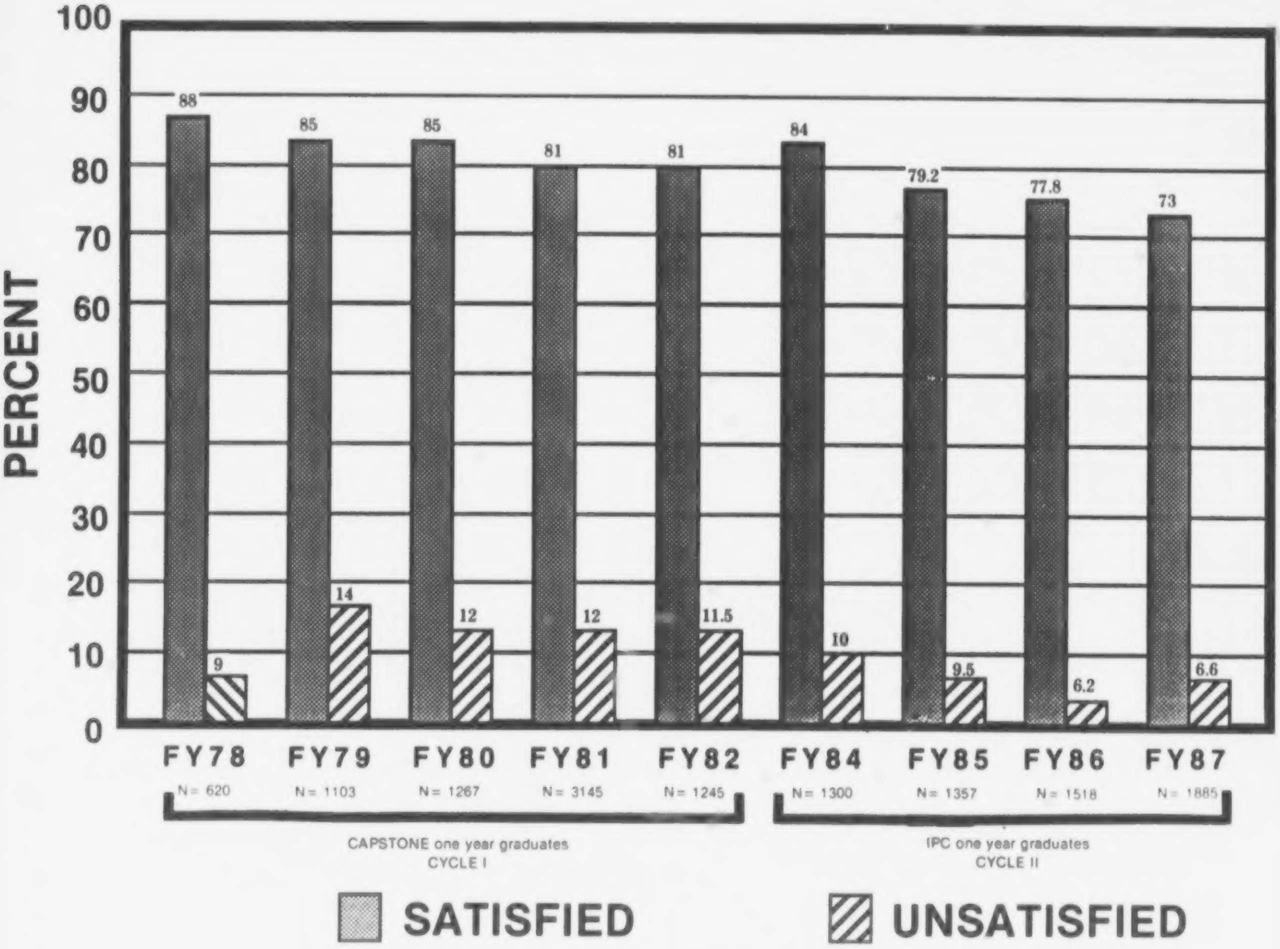
*Employed Graduates, Full and Part-Time

The percentage of Capstone/IPC graduates who are employed in jobs related to their high school preparation has remained above 60 percent, with the exception of two dips in FY81 and FY82. (The lower percentages in those years might be explained by the fact that in FY81 and FY82, graduates determined job relatedness instead of vocational coordinators as in all other years. These were high unemployment years statewide, as well.)

It is interesting to note that from FY81 on, three/five year graduates show higher job relatedness than one- year graduates. The rise in three/five year relatedness parallels the drop in unemployment rates.

GRADUATES

Capstone/IPC Graduates Express Satisfaction
With High School Vocational Preparation



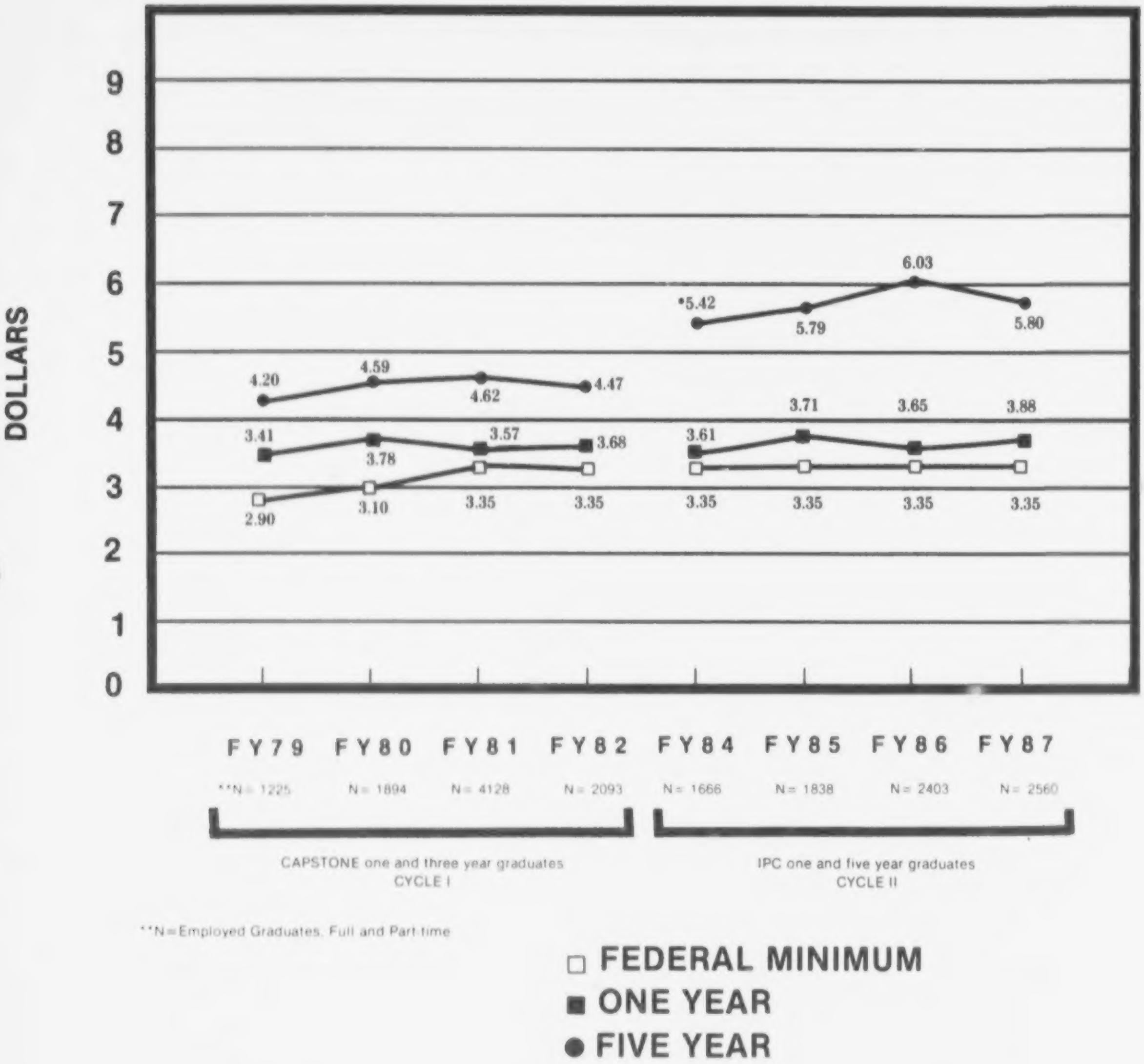
Capstone and IPC graduates express a consistent measure of satisfaction with their high school vocational training throughout eight years of data.

While there is some variation in the percentage of satisfaction, over three fourths of the graduates are satisfied or very satisfied with their vocational training.

(NOTE: Omits are not reported in the above percentages.)

GRADUATES

Capstone/IPC Graduates Indicate Average Hourly Wages Earned



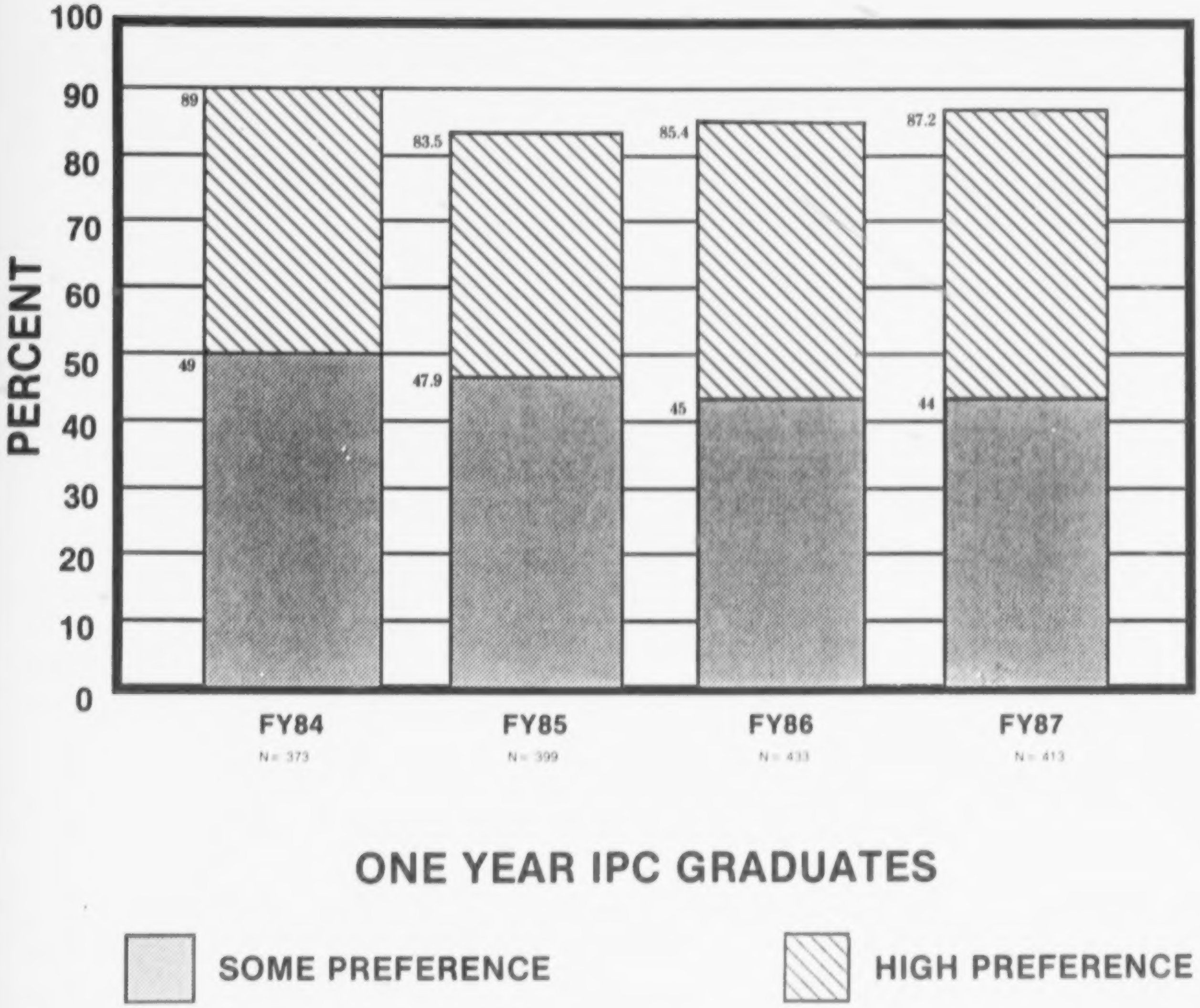
**N=Employed Graduates, Full and Part-time

One-year capstone and IPC graduates display slightly higher hourly wages than minimum wage.

*From FY84 on, five-year IPC graduates show significantly higher wages than minimum wage. This may be explained in part by the change from three-year graduates to five-year graduates. It is also interesting to note that in this same time frame, vocational data show that unemployment rates have declined, employment rates have increased and job relatedness has increased.

EMPLOYERS

Employers Show Preference for Hiring Vocationally Trained Graduates

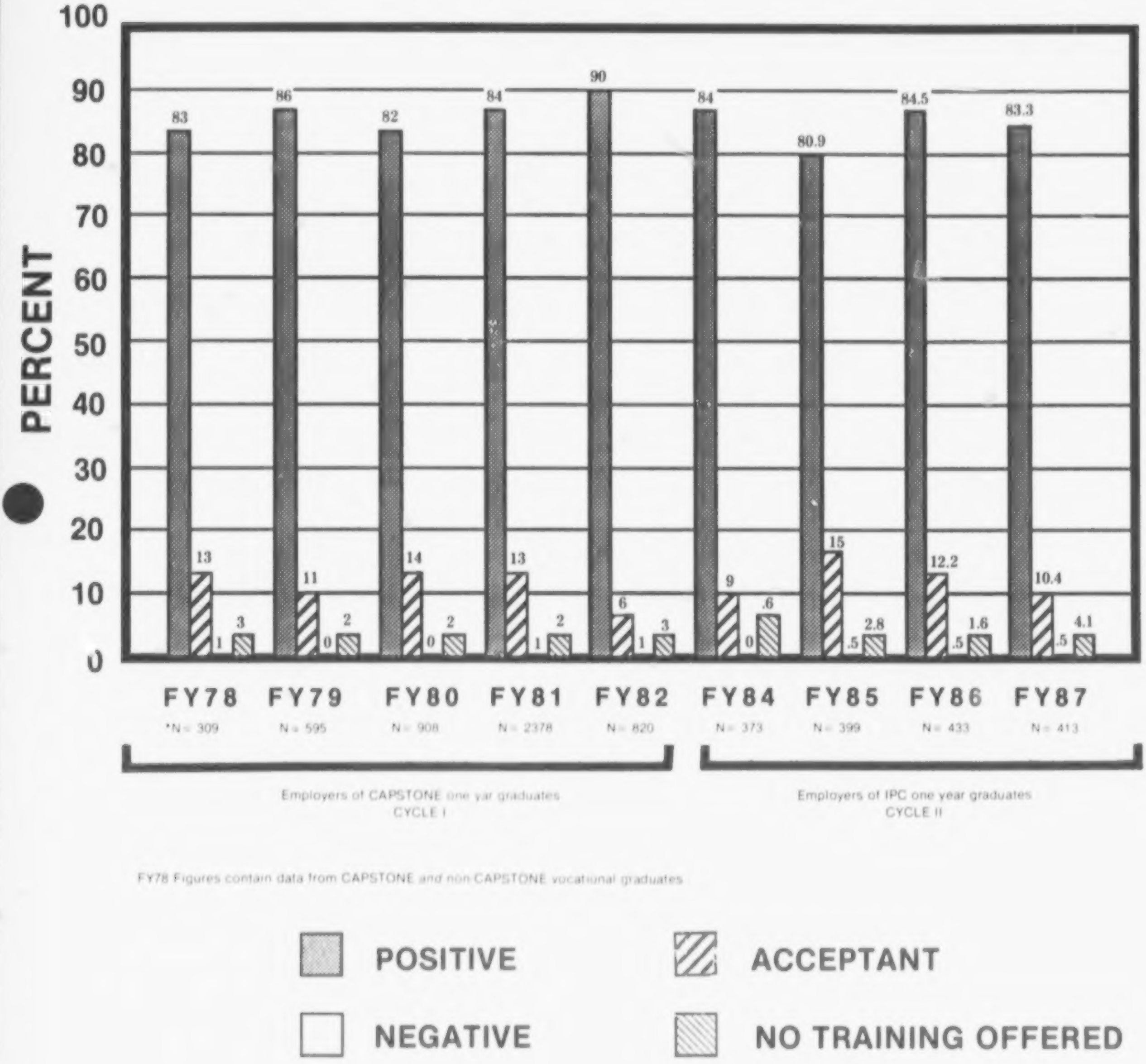


Employers were asked if, from past experience, they had a preference in hiring persons with high school vocational training.

Over eight out of ten employers expressed a preference to hire persons with a high school vocational training in fiscal years, 84, 85, 86, and 87.

EMPLOYERS

Employers Indicate Capstone/IPC Graduates Attitude Toward On-The-Job Training

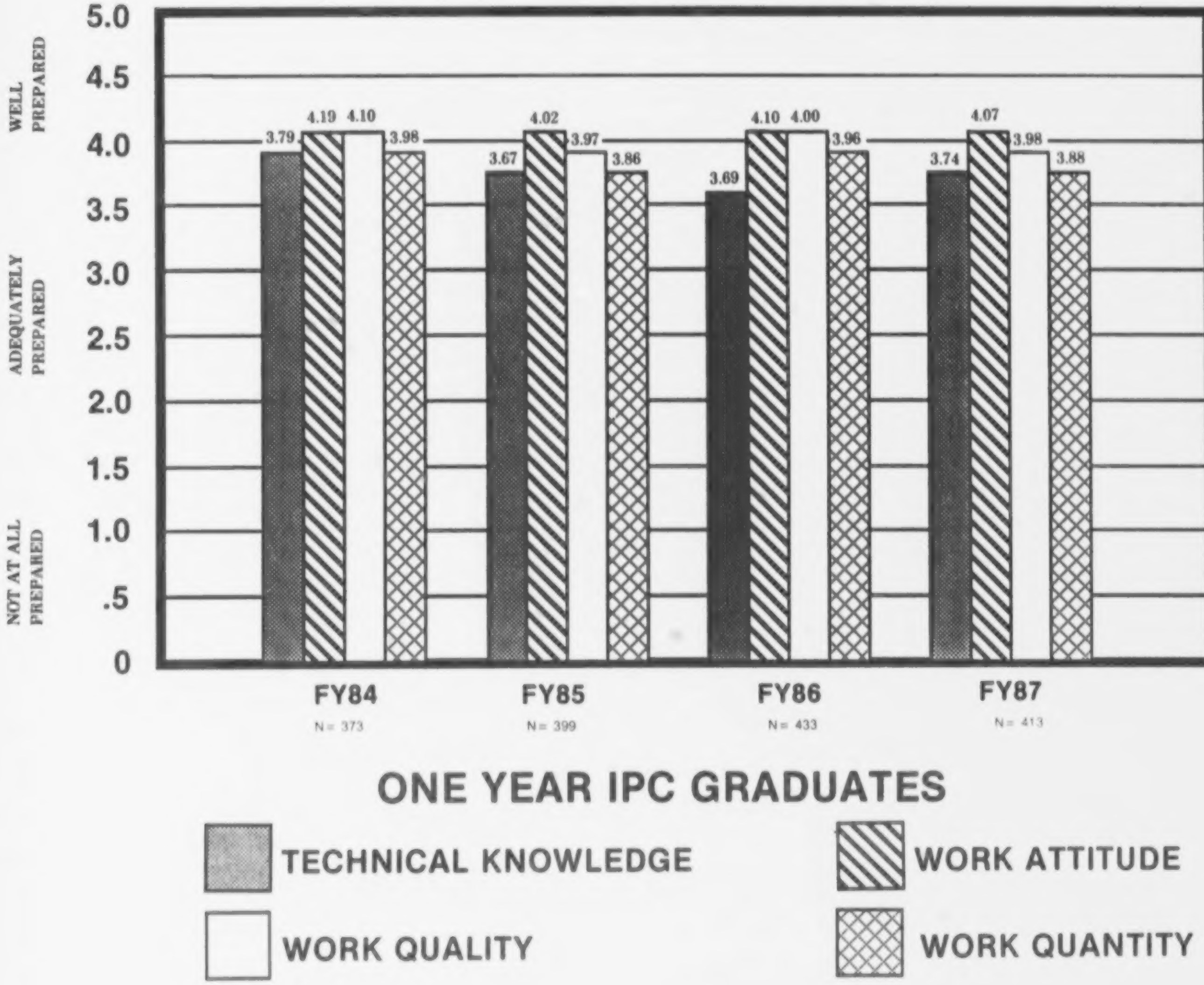


FY78 Figures contain data from CAPSTONE *and* non-CAPSTONE vocational graduates

Over 80 percent of employers responding in nine years of data rated Capstone/IPC graduates' attitude toward on-the-job training as *positive* or *very positive*. Another six to 15 percent were rated as *acceptant* toward on-the-job training.

EMPLOYERS

Employers Rate Job Related Qualities
Of High School Vocational Graduates
(Average Ratings)

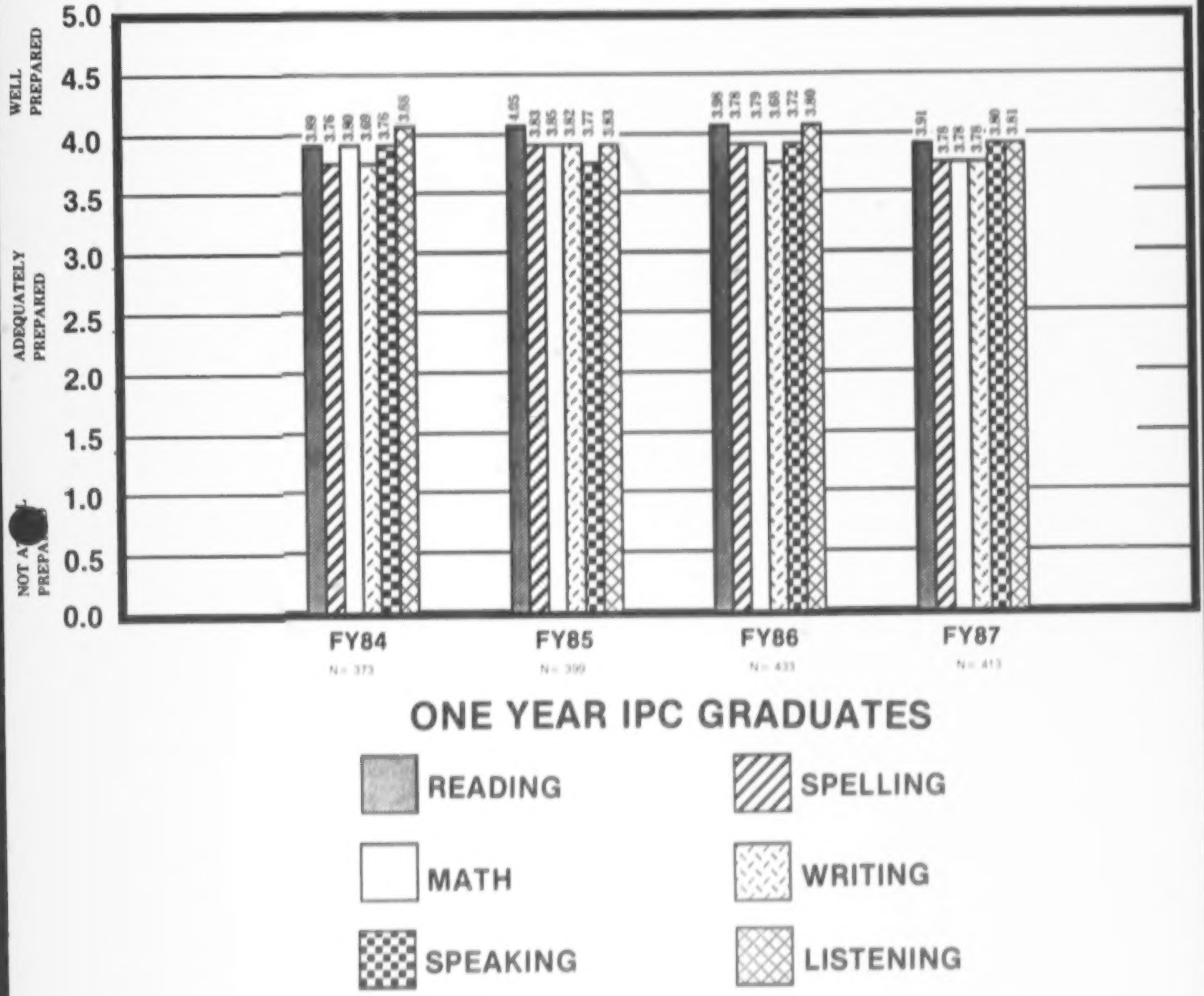


Employers rate one-year IPC graduates consistently high in job related qualities during four years of data. It is interesting to note that the shape of bar charts above are very similar from year to year.

Work attitude and work quality receive the highest ratings followed by work quantity and technical knowledge.

EMPLOYERS

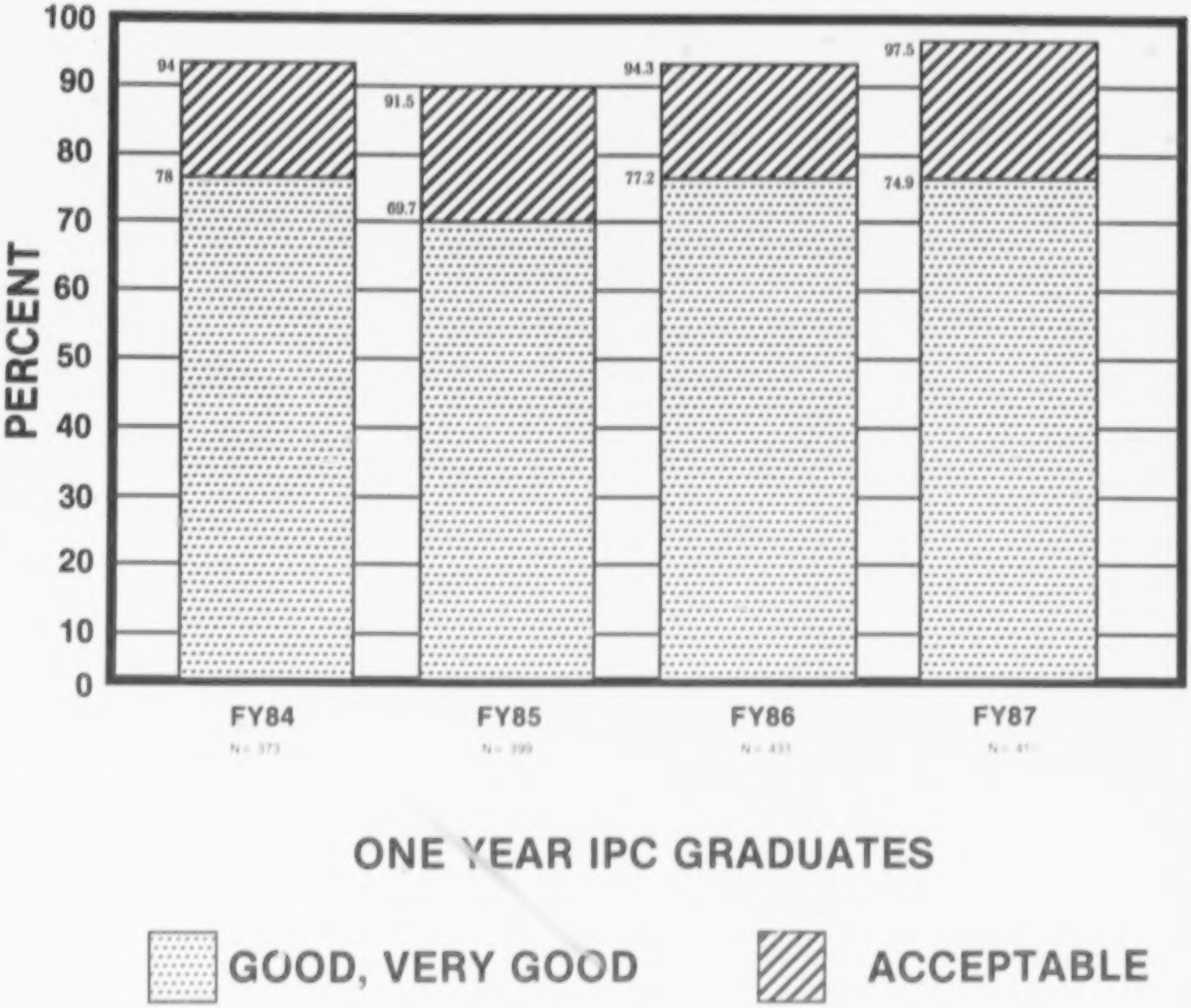
Employers Rate Basic Skills
of High School Vocational Graduates
(Average Ratings)



Employers rate one-year IPC graduates as more than adequately prepared in basic skills. The consistency of the ratings for each specific skill in four years of data from over 1600 employers gives considerable reliability to that statement.

EMPLOYERS

Employers Rate Vocational Training of Graduates as Related to Job Requirements

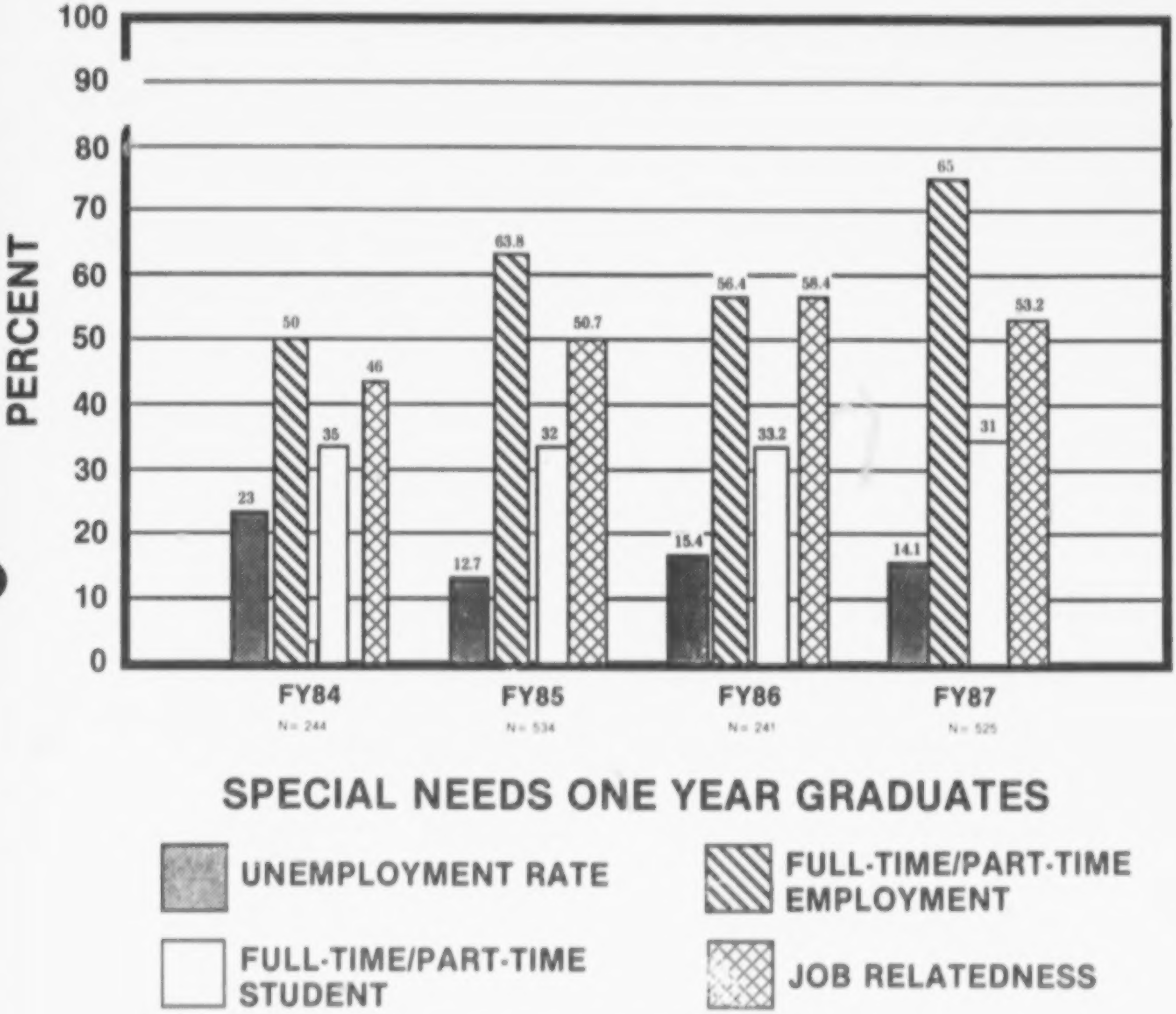


Employers were asked to give an overall rating of the vocational training received by the individual employee (graduate) as it related to the requirements of his/her job.

Over 9 out of 10 employers gave one-year IPC graduates a very good, good or acceptable overall rating of their vocational as it related to job requirements.

SPECIAL NEEDS

Employment and Educational Status of Special Needs Students



Special needs one-year graduates show somewhat different findings than non-special needs graduates:

- more special needs graduates are unemployed
- fewer special needs graduates are working full and part-time
- fewer special needs graduates are full- or part-time students
- job relatedness is lower
- statewide unemployment of 16-19 year olds (FY84, 21.2 percent; FY85, 18.1 percent; FY86, 14.5 percent; FY87, 16.3 percent) somewhat follows the special needs unemployment rate.

Appendix C

Computer Tables

Page

B1 One-Year Student Follow-up. 69

B2 Five-Year Student Follow-up 93

B3 Ten-Year Student Follow-up 107

B4 Student Non-Completer Follow-up 123

C1 One-Year Employer Follow-up. 135

C2 Five-Year Employer Follow-up 149

C3 Ten-Year Employer Follow-up. 157

D1 Student Questionnaire - IPC and Sequence 165

D2 Student Questionnaire - Academic. 191

E1 Vocational Staff Questionnaire. 205

F1 Advisory Committee Questionnaire. 213

G1 Parent Questionnaire. 217

H1 Articulation Questionnaire. 233

B1

One-Year Student Follow-up

Table B1 Page B1.1
Student - One-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
5. Sex:							
Omit	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(1) Male.	2504	247	339	4	71	1359	108
	49.6	84.3	21.6	5.9	13.9	93.5	33.0
(2) Female.	2545	46	1233	64	441	94	219
	50.4	15.7	78.4	94.1	86.1	6.5	67.0
6. I am presently: (check one)							
Omit	19	1	6	0	1	3	0
	0.4	0.3	0.4	0.0	0.2	0.2	0.0
(1) employed FULL time in a paid nonmilitary occupation	1096	104	259	14	109	429	74
	21.7	35.5	16.5	20.6	21.3	29.5	22.6
(2) employed FULL time in the military service	294	19	48	2	20	157	11
	5.8	6.5	3.1	2.9	3.9	10.8	3.4
(3) employed PART time--not in school	454	23	157	10	75	122	38
	9.0	7.8	10.0	14.7	14.6	8.4	11.6
(4) employed PART time while in school	1172	63	435	13	117	269	107
	23.2	21.5	27.7	19.1	22.9	18.5	32.7
(5) full-time student--not employed part time	1645	70	571	20	107	369	79
	32.6	23.9	36.3	29.4	20.9	25.4	24.2
(6) unemployed, but looking for paid employment.	271	10	75	4	56	83	11
	5.4	3.4	4.8	5.9	10.9	5.7	3.4
(7) unemployed--not available for paid employment.	99	3	21	5	27	21	7
	2.0	1.0	1.3	7.4	5.3	1.4	2.1
8. May we contact your supervisor?							
Omit	2854	121	893	28	264	772	151
	56.5	41.3	56.8	41.2	51.6	53.1	46.2
(1) No.	673	39	184	9	72	255	55
	13.3	13.3	11.7	13.2	14.1	17.5	16.8
(2) Yes	1522	133	495	31	176	426	121
	30.1	45.4	31.5	45.6	34.4	29.3	37.0

Student - One-Year Followup

		Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
9. Do you own or operate your own business?	Omit	2475 49.0	108 36.9	756 48.1	30 44.1	226 44.1	643 44.3	126 38.5
(1)Yes		38 0.8	13 4.4	4 0.3	1 1.5	1 0.2	17 1.2	1 0.3
(2)No.		2537 50.2	172 58.7	812 51.7	37 54.4	285 55.7	793 54.6	200 61.2
10. What is your present hourly wage BEFORE DEDUCTIONS?	Mean	3.685	3.859	3.476	3.769	3.314	4.117	3.554
	StD	1.206	1.379	1.003	1.423	1.043	1.419	0.832
	Omit	2670 52.9	137 46.8	782 49.7	29 42.6	238 46.5	736 50.7	141 43.1
(1) Under $2.00 per hour		25 0.5	5 1.7	12 0.8	0 0.0	6 1.2	1 0.1	0 0.0
(2) $2.00 - $2.99.		81 1.6	7 2.4	34 2.2	2 2.9	15 2.9	13 0.9	3 0.9
(3) $3.00 - $3.99.		1238 24.5	59 20.1	456 29.0	18 26.5	180 35.2	284 19.5	102 31.2
(4) $4.00 - $4.99.		629 12.5	49 16.7	190 12.1	14 20.6	56 10.9	209 14.4	64 19.6
(5) $5.00 - $5.9		253 5.0	19 6.5	71 4.5	3 4.4	7 1.4	123 8.5	13 4.0
(6) $6.00 - $6.99.		68 1.3	9 3.1	15 1.0	0 0.0	4 0.8	36 2.5	1 0.3
(7) $7.00 - $7.99.		39 0.8	5 1.7	7 0.4	0 0.0	2 0.4	21 1.4	2 0.6
(8) $8.00 - $8.99.		16 0.3	1 0.3	1 0.1	0 0.0	1 0.2	11 0.8	1 0.3
(9) Over $9.00 per hour.		31 0.6	2 0.7	4 0.3	2 2.9	3 0.6	19 1.3	0 0.0

Table B1 Page B1.3
Student - One-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
11. How many hours do you work during an average workweek? Omit	2427	111	731	28	216	645	115
	48.1	37.9	46.5	41.2	42.2	44.4	35.2
(1) 20 hours/week or less	901	35	350	19	103	187	76
	17.8	11.9	22.3	27.9	20.1	12.9	23.2
(2) 21-35 hours/week.	603	29	210	6	90	157	59
	11.9	9.9	13.4	8.8	17.6	10.8	18.0
(3) 36/hours week or more	1119	118	281	15	103	464	77
	22.2	40.3	17.9	22.1	20.1	31.9	23.5
12. Is this job related to your area of high school preparation? Omit	2293	91	702	28	202	580	105
	45.4	31.1	44.7	41.2	39.5	39.9	32.1
(1) Directly related.	512	61	156	12	40	157	78
	10.1	20.8	9.9	17.6	7.8	10.8	23.9
(2) Somewhat related.	901	80	281	10	94	299	82
	17.8	27.3	17.9	14.7	18.4	20.6	25.1
(3) Not related	1344	61	433	18	176	417	62
	26.6	20.8	27.5	26.5	34.4	28.7	19.0
13. How did you get your present job? Omit	2395	99	721	28	225	617	107
	47.4	33.8	45.9	41.2	43.9	42.5	32.7
(1) Through co-op program.	173	2	62	6	11	31	59
	3.4	0.7	3.9	8.8	2.1	2.1	18.0
(2) School placement	190	13	63	7	15	43	16
	3.8	4.4	4.0	10.3	2.9	3.0	4.9
(3) Job service.	90	4	45	2	11	21	2
	1.8	1.4	2.9	2.9	2.1	1.4	0.6
(4) Parents/brother/sister/friend. .	871	97	232	10	96	316	43
	17.2	33.1	14.8	14.7	18.8	21.7	13.1
(5) Completely on your own	1512	89	514	18	178	464	116
	29.9	30.4	32.7	26.5	34.8	31.9	35.5

Table B1 Page B1.4
Student - One-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
14. How long did it take you to find your first job? Omit	2449	106	729	28	223	642	118
	48.5	36.2	46.4	41.2	43.6	44.2	36.1
(1) 0-2 months	2127	161	692	36	228	643	177
	42.1	54.9	44.0	52.9	44.5	44.3	54.1
(2) 3-5 months	350	17	102	4	45	124	30
	6.9	5.8	6.5	5.9	8.8	8.5	9.2
(3) 6-8 months	88	7	38	0	7	31	1
	1.7	2.4	2.4	0.0	1.4	2.1	0.3
(4) 9-12 months.	36	2	11	0	9	13	1
	0.7	0.7	0.7	0.0	1.8	0.9	0.3

	Total Mean StD	AG Mean Std	BE Mean Std	HO Mean Std	HE Mean Std	TE Mean Std	ME Mean Std
15. Getting a job.	3.267	3.388	3.306	3.600	3.127	3.170	3.843
	1.043	1.057	1.039	1.143	1.037	1.018	0.980
16. Knowing how to use tools and equipment.	3.338	3.676	3.209	3.591	3.062	3.662	3.311
	1.113	0.963	1.096	1.123	1.156	1.065	1.095
17. Learning the skills needed for this job	3.247	3.300	3.294	3.561	3.060	3.260	3.551
	1.136	1.119	1.125	1.229	1.170	1.138	1.087
18. Getting along with other workers	3.753	3.793	3.797	3.955	3.798	3.683	3.964
	0.996	1.006	1.006	0.885	0.996	1.001	0.923
19. Being able to talk to the boss about your problems.	3.269	3.405	3.192	3.561	3.273	3.290	3.629
	1.106	1.174	1.069	1.111	1.150	1.115	1.008
20. Working in a supervisory or leadership role	3.326	3.400	3.287	3.697	3.235	3.310	3.708
	1.086	1.108	1.095	1.007	1.042	1.073	1.008
21. Understanding the value and importance of work	3.846	3.808	3.923	4.045	3.903	3.722	4.271
	0.984	0.983	0.979	1.073	0.942	0.989	0.776
22. Understanding in general the U.S. economic system (supply-demand, inflation, recession, etc.)	3.407	3.524	3.411	3.424	3.424	3.350	3.604
	1.098	1.072	1.120	0.978	1.129	1.041	1.108

	Total Mean StD	AG Mean Std	BE Mean Std	HO Mean Std	HE Mean Std	TE Mean Std	ME Mean Std
23. Solving family and household related problems	3.106	3.012	3.149	3.485	3.289	2.981	3.110
	1.081	1.052	1.103	1.041	1.057	1.065	1.079
24. Caring for the needs of young children's growth & development.	3.106	2.992	3.175	3.742	3.621	2.856	3.121
	1.195	1.128	1.191	1.114	1.204	1.151	1.223
25. Planning food, clothing and shelter purchases.	3.261	3.250	3.314	3.455	3.651	3.079	3.284
	1.123	1.115	1.120	0.995	1.082	1.117	1.157
26. Relating nutritional needs to food selection	3.190	3.197	3.187	3.708	3.659	2.999	3.133
	1.113	1.109	1.093	1.128	1.030	1.085	1.203
27. Managing duties of the home with an outside job	3.216	3.203	3.216	3.424	3.435	3.143	3.455
	1.076	1.072	1.097	1.110	1.042	1.037	1.087
28. Basic skill preparation in math, reading, writing, spelling, etc.	3.957	3.777	4.098	3.985	3.897	3.811	4.063
	0.947	1.002	0.941	0.984	0.930	0.924	0.906

	Total	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
29. I am currently attending the following education school program: Omit	563	27	112	4	45	207	38
	11.1	9.2	7.1	5.9	8.8	14.2	11.6
(1) a vocational school one-year diploma program.	225	24	72	1	28	60	20
	4.5	8.2	4.6	1.5	5.5	4.1	6.1
(2) a vocational school two-year associate degree program	517	28	194	8	39	165	49
	10.2	9.6	12.3	11.8	7.6	11.4	15.0
(3) a four-year university program .	1946	74	700	20	139	404	106
	38.5	25.3	44.5	29.4	27.1	27.8	32.4
(4) an apprenticeship program. . . .	31	1	3	1	3	22	0
	0.6	0.3	0.2	1.5	0.6	1.5	0.0
(5) an in-service or on-the-job training program	110	12	27	1	11	49	5
	2.2	4.1	1.7	1.5	2.1	3.4	1.5
(6) not in school.	1449	105	404	29	221	495	89
	28.7	35.8	25.7	42.6	43.2	34.1	27.2
(7) Other.	213	22	60	4	26	55	20
	4.2	7.5	3.8	5.9	5.1	3.8	6.1

	Total	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
30. My area of study for the preparation checked in 29 is: Omit	2727	140	570	32	285	758	135
	54.0	47.8	36.3	47.1	55.7	52.2	41.3
(1) Related VTAE	523	41	196	7	42	191	44
	10.4	14.0	12.5	10.3	8.2	13.1	13.5
(2) Related four-year university . .	796	52	402	10	50	197	81
	15.8	17.7	25.6	14.7	9.8	13.6	24.8
(3) Other related.	142	14	39	3	10	62	10
	2.8	4.8	2.5	4.4	2.0	4.3	3.1
(4) Not related.	862	46	365	16	125	245	57
	17.1	15.7	23.2	23.5	24.4	16.9	17.4
31. How do you feel about the vocational training you received at your high school? Omit	1154	45	219	3	83	320	71
	22.9	15.4	13.9	4.4	16.2	22.0	21.7
(1) Very UNsatisfied	111	10	36	2	15	31	2
	2.2	3.4	2.3	2.9	2.9	2.1	0.6
(2) UNsatisfied.	338	30	102	5	46	100	20
	6.7	10.2	6.5	7.4	9.0	6.9	6.1
(3) Satisfied.	2571	147	927	30	296	731	158
	50.9	50.2	59.0	44.1	57.8	50.3	48.3
(4) Very satisfied	876	61	288	28	72	271	76
	17.3	20.8	18.3	41.2	14.1	18.7	23.2
32. How do you feel about the career planning assistance you received at your high school? Omit	1094	48	203	3	81	335	75
	21.7	16.4	12.9	4.4	15.8	23.1	22.9
(1) Very UNsatisfied	265	14	89	5	32	70	10
	5.2	4.8	5.7	7.4	6.3	4.8	3.1
(2) UNsatisfied.	718	43	248	7	81	192	38
	14.2	14.7	15.8	10.3	15.8	13.2	11.6
(3) Satisfied.	2355	138	801	39	264	709	148
	46.6	47.1	51.0	57.4	51.6	48.8	45.3
(4) Very satisfied	618	50	231	14	54	147	56
	12.2	17.1	14.7	20.6	10.5	10.1	17.1

1986-1987 Annual Composite Report, Cycle 2, Year 4

Table B1 Page B1.7
Student - One-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
33. During my vocational program, I filled out a questionnaire about my occupational interests and abilities. Omit	1522 30.1	49 16.7	393 25.0	3 4.4	133 26.0	474 32.6	96 29.4
(1) Yes.	1533 30.4	107 36.5	533 33.9	32 47.1	171 33.4	433 29.8	113 34.6
(2) Not sure	1585 31.4	113 38.6	513 32.6	27 39.7	169 33.0	450 31.0	101 30.9
(3) No	410 8.1	24 8.2	133 8.5	6 8.8	39 7.6	96 6.6	17 5.2
34. During my vocational program, I was helped to become aware of Omit	2058 40.8	72 24.6	534 34.0	5 7.4	184 35.9	646 44.5	113 34.6
(1) new (emerging) occupations. . . .	1894 37.5	147 50.2	614 39.1	46 67.6	189 36.9	573 39.4	145 44.3
(2) male dominated jobs which females now enter	1286 25.5	93 31.7	457 29.1	34 50.0	163 31.8	321 22.1	109 33.3
(3) female dominated jobs which males now enter	1011 20.0	65 22.2	366 23.3	31 45.6	142 27.7	234 16.1	93 28.4
(4) occupations which have many job opportunities	2135 42.3	164 56.0	735 46.8	47 69.1	212 41.4	591 40.7	164 50.2
(5) occupations which are overcrowded with workers and job applicants .	1502 29.7	103 35.2	501 31.9	34 50.0	154 30.1	422 29.0	125 38.2
(6) post-high school training opportunities related to my career objective	1707 33.8	139 47.4	563 35.8	41 60.3	153 29.9	500 34.4	136 41.6
(7) job alternatives related to my career objective	1498 29.7	121 41.3	493 31.4	40 58.8	162 31.6	419 28.8	133 40.7
(8) training requirements for related jobs.	1780 35.2	131 44.7	618 39.3	45 66.2	195 38.1	498 34.3	142 43.4
(9) career planning and decision-making.	1955 38.7	142 48.5	673 42.8	43 63.2	229 44.7	496 34.1	167 51.1

Student - One-Year Followup

	Seq N %	IPC N %	GE N %	SPNS N %
5. Sex:				
Omit	0	0	0	0
	0.0	0.0	0.0	0.0
(1) Male.	1084	1044	372	305
	46.3	55.4	45.6	58.1
(2) Female.	1258	841	443	220
	53.7	44.6	54.3	41.9
6. I am presently: (check one)				
Omit	8	3	8	4
	0.3	0.2	1.0	0.8
(1) employed FULL time in a paid nonmilitary occupation	400	589	105	161
	17.1	31.2	12.9	30.7
(2) employed FULL time in the service.	135	122	36	35
	5.8	6.5	4.4	6.7
(3) employed PART time--not in school	240	185	29	64
	10.2	9.8	3.6	12.2
(4) employed PART time while in school	590	415	167	81
	25.2	22.0	20.5	15.4
(5) full-time student--not employed part time.	773	444	425	82
	33.0	23.6	52.1	15.6
(6) unemployed, but looking for paid employment	146	93	31	74
	6.2	4.9	3.8	14.1
(7) unemployed-not available for paid employment	50	34	15	24
	2.1	1.8	1.8	4.6
8. May we contact your supervisor?				
Omit	1399	831	619	277
	59.7	44.1	75.9	52.8
(1) No	286	328	58	77
	12.2	17.4	7.1	14.7
(2) Yes.	657	726	138	171
	28.1	38.5	16.9	32.6

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table B1 Page B1.9
Student - One-Year Followup

		Seq N %	IPC N %	GE N %	SPNS N %
9. Do you own or operate your own business?	Omit	1138 48.6	752 39.9	580 71.1	250 47.6
(1) Yes.		23 1.0	14 0.7	1 0.1	7 1.3
(2) No		1181 50.4	1119 59.4	235 28.8	268 51.0
10. What is your present hourly wage BEFORE DEDUCTIONS?	Mean	3.550	3.875	3.444	3.642
	StD	1.243	1.185	0.953	1.353
	Omit	1229 52.5	836 44.4	600 73.5	260 49.5
(1) Under $2.00 per hour		17 0.7	7 0.4	1 0.1	8 1.5
(2) $2.00 - $2.99.		51 2.2	23 1.2	7 0.9	13 2.5
(3) $3.00 - $3.99.		653 27.9	446 23.7	139 17.0	134 25.5
(4) $4.00 - $4.99.		243 10.4	339 18.0	47 5.8	64 12.2
(5) $5.00 - $5.99.		85 3.6	151 8.0	15 1.8	28 5.3
(6) $6.00 - $6.99.		20 0.9	45 2.4	3 0.4	5 1.0
(7) $7.00 - $7.99.		14 0.6	23 1.2	2 0.2	6 1.1
(8) $8.00 - $8.99.		12 0.5	3 0.2	1 0.1	2 0.4
(9) Over $9.00 per hour.		18 0.8	12 0.6	1 0.1	5 1.0

Table B1 Page B1.10
Student - One-Year Followup

	Seq N %	IPC N %	GE N %	SPNS N %
11. How many hours do you work during an average workweek? Omit	1119 47.8	729 38.7	574 70.3	233 44.4
(1) 20 hours/week or less	465 19.9	305 16.2	131 16.1	82 15.6
(2) 21-35 hours/week.	320 13.7	231 12.3	52 6.4	57 10.9
(3) 36/hours week or more	438 18.7	620 32.9	59 7.2	153 29.1
12. Is this job related to your area of high school preparation? Omit	1045 44.6	664 35.2	580 71.1	215 41.0
(1) Directly related.	120 5.1	384 20.4	7 0.9	49 9.3
(2) Somewhat related.	414 17.7	433 23.0	54 6.6	116 22.1
(3) Not related	763 32.6	404 21.4	175 21.4	145 27.6
13. How did you get your present job? Omit	1103 47.1	695 36.9	593 72.7	227 43.2
(1) Through co-op program.	15 0.6	156 8.3	2 0.2	8 1.5
(2) School placement	83 3.5	74 3.9	32 3.9	27 5.1
(3) Job service.	54 2.3	31 1.6	5 0.6	19 3.6
(4) Parents/brother/sister/friend. .	425 18.1	370 19.6	75 9.2	100 19.0
(5) Completely on your own	738 31.5	642 34.1	131 16.1	164 31.2

	Seq N %	IPC N %	GE N %	SPNS N %
14. How long did it take you to find your first job? Omit	1131 48.3	716 38.0	598 73.3	234 44.6
(1) 0-2 months	982 41.9	956 50.7	188 23.0	233 44.4
(2) 3-5 months	161 6.9	161 8.5	26 3.2	36 6.9
(3) 6-8 months	48 2.0	36 1.9	4 0.5	13 2.5
(4) 9-12 months.	20 0.9	16 0.8	0 0.0	9 1.7

	Seq Mean StD	IPC Mean StD	GE Mean StD	SPNS Mean StD
15. Getting a job	3.139 1.026	3.492 1.038	3.080 1.001	3.252 1.068
16. Knowing how to use tools and equipment.	3.155 1.109	3.689 1.037	2.952 1.059	3.456 1.096
17. Learning the skills needed for this job	3.090 1.141	3.526 1.088	2.983 1.080	3.252 1.176
18. Getting along with other workers .	3.722 1.031	3.847 0.948	3.589 0.971	3.739 1.023
19. Being able to talk to the boss about your problems.	3.185 1.115	3.414 1.081	3.116 1.097	3.290 1.167
20. Working in a supervisory or leadership role	3.241 1.103	3.448 1.044	3.243 1.120	3.233 1.120
21. Understanding the value and importance of work	3.837 1.013	3.919 0.932	3.648 1.010	3.846 0.956
22. Understanding in general the U.S. economic system (supply-demand, inflation, recession, etc.)	3.454 1.109	3.374 1.066	3.341 1.157	3.373 1.033

	Seq Mean StD	IPC Mean StD	GE Mean StD	SPNS Mean StD
23. Solving family and household related problems	3.092 1.093	3.121 1.074	3.111 1.055	3.157 1.066
24. Caring for the needs of young children's growth & development. .	3.132 1.220	3.111 1.183	2.995 1.129	3.303 1.157
25. Planning food, clothing and shelter purchases.	3.288 1.132	3.262 1.124	3.162 1.082	3.375 1.087
26. Relating nutritional needs to food selection	3.245 1.098	3.135 1.129	3.169 1.104	3.259 1.077
27. Managing duties of the home with an outside job	3.197 1.062	3.291 1.085	3.036 1.074	3.322 1.038
28. Basic skill preparation in math, reading, writing, spelling, etc. .	3.989 0.971	3.905 0.909	3.989 0.952	3.742 0.983

	Seq N %	IPC N %	GE N %	SPNS N %
29. I am currently attending the following education school program: Omit	177 7.6	256 13.6	129 15.8	78 14.9
(1) a vocational school one-year diploma program.	103 4.4	103 5.5	19 2.3	32 6.1
(2) a vocational school two-year associate degree program	200 8.5	283 15.0	34 4.2	50 9.5
(3) a four-year university program .	1005 42.9	439 23.3	499 61.2	69 13.1
(4) an apprenticeship program. . . .	13 0.6	17 0.9	1 0.1	4 0.8
(5) an in-service or on-the-job training program	71 3.0	34 1.8	5 0.6	18 3.4
(6) not in school.	677 28.9	666 35.3	103 12.6	245 46.7
(7) Other.	98 4.2	89 4.7	26 3.2	29 5.5

	Seq N %	IPC N %	GE N %	SPNS N %
30. My area of study for the preparation checked in 29 is: Omit	928 39.6	991 52.6	802 98.3	366 69.7
(1) Related VTAE	217 9.3	305 16.2	1 0.1	63 12.0
(2) Related four-year university . .	505 21.6	288 15.3	3 0.4	22 4.2
(3) Other related.	77 3.3	61 3.2	4 0.5	12 2.3
(4) Not related.	615 26.3	240 12.7	6 0.7	62 11.8
31. How do you feel about the vocational training you received at your high school? Omit	356 15.2	385 20.4	412 50.5	115 21.9
(1) Very UNsatisfied	63 2.7	33 1.8	15 1.8	18 3.4
(2) UNsatisfied.	212 9.1	91 4.8	35 4.3	38 7.2
(3) Satisfied.	1371 58.5	919 48.8	277 33.9	259 49.3
(4) Very satisfied	340 14.5	457 24.2	77 9.4	95 18.1
32. How do you feel about the career planning assistance you received at your high school? Omit	340 14.5	406 21.5	347 42.5	109 20.8
(1) Very UNsatisfied	152 6.5	68 3.6	45 5.5	31 5.9
(2) UNsatisfied.	382 16.3	226 12.0	107 13.1	61 11.6
(3) Satisfied.	1201 51.3	899 47.7	252 30.9	271 51.6
(4) Very satisfied	267 11.4	286 15.2	65 8.0	53 10.1

	Seq N %	IPC N %	GE N %	SPNS N %
33. During my vocational program, I filled out a questionnaire about my occupational interests and abilities. Omit	693	456	372	147
	29.6	24.2	45.6	28.0
(1) Yes.	719	670	142	157
	30.7	35.5	17.4	29.9
(2) Not sure	727	647	209	177
	31.0	34.3	25.6	33.7
(3) No	203	112	93	44
	8.7	5.9	11.4	8.4
34. During my vocational program, I was helped to become aware of Omit	910	645	500	197
	38.9	34.2	61.3	37.5
(1) new (emerging) occupations . . .	865	850	176	199
	36.9	45.1	21.6	37.9
(2) male dominated jobs which females now enter.	606	572	104	155
	25.9	30.3	12.7	29.5
(3) female dominated jobs which males now enter.	493	439	75	112
	21.1	23.3	9.2	21.3
(4) occupations which have many job opportunities.	964	950	218	231
	41.2	50.4	26.7	44.0
(5) occupations which are overcrowded with workers and job applicants.	714	626	159	152
	30.5	33.2	19.5	29.0
(6) post-high school training opportunities related to my career objective.	751	782	171	182
	32.1	41.5	21.0	34.7
(7) job alternatives related to my career objective	674	695	126	165
	28.8	36.9	15.4	31.4
(8) training requirements for related jobs	805	825	148	209
	34.4	43.8	18.1	39.8
(9) career planning and decision-making	936	815	201	219
	40.0	43.2	24.6	41.7

Student - One-Year Followup

	Male N %	Female N %	Pool/C N %	Pool/S N %
5. Sex:				
Omit	0	0	0	0
	0.0	0.0	0.0	0.0
(1) Male	2504	0	0	1
	100.0	0.0	0.0	100.0
(2) Female	0	2545	0	0
	0.0	100.0	0.0	0.0
6. I am presently: (check one)				
Omit	8	10	0	0
	0.3	0.4	0.0	0.0
(1) employed FULL time in a paid	644	452	0	0
nonmilitary occupation	25.7	17.8	0.0	0.0
(2) employed FULL time in the	253	41	0	0
military service	10.1	1.6	0.0	0.0
(3) employed PART time--not in	169	285	0	0
school	6.7	11.2	0.0	0.0
(4) employed PART time while in	524	648	0	0
school	20.9	25.5	0.0	0.0
(5) full-time student--not employed part time.	763	882	0	1
	30.5	34.7	0.0	100.0
(6) unemployed, but looking for paid	112	159	0	0
employment	4.5	6.2	0.0	0.0
(7) unemployed--not available for	31	68	0	0
paid employment.	1.2	2.7	0.0	0.0
8. May we contact your supervisor?				
Omit	1421	1433	0	1
	56.7	56.3	0.0	100.0
(1) No	393	280	0	0
	15.7	11.0	0.0	0.0
(2) Yes.	690	832	0	0
	27.6	32.7	0.0	0.0

		Male N %	Female N %	Pool/C N %	Pool/S N %
9. Do you own or operate your own business?	Omit	1201 48.0	1274 50.1	0 0.0	1 100.0
(1) Yes.		34 1.4	4 0.2	0 0.0	0 0.0
(2) No		1269 50.7	1267 49.8	0 0.0	0 0.0
10. What is your present hourly wage BEFORE DEDUCTIONS?	Mean	4.000	3.396	0.000	0.000
	StD	1.386	0.917	0.000	0.000
	Omit	1361 54.4	1309 51.4	0 0.0	1 100.0
(1) Under $2.00 per hour		9 0.4	15 0.6	0 0.0	0 0.0
(2) $2.00 - $2.99.		19 0.8	62 2.4	0 0.0	0 0.0
(3) $3.00 - $3.99.		489 19.5	749 29.4	0 0.0	0 0.0
(4) $4.00 - $4.99.		334 13.3	295 11.6	0 0.0	0 0.0
(5) $5.00 - $5.99.		170 6.8	83 3.3	0 0.0	0 0.0
(6) $6.00 - $6.99.		50 2.0	18 0.7	0 0.0	0 0.0
(7) $7.00 - $7.99.		31 1.2	8 0.3	0 0.0	0 0.0
(8) $8.00 - $8.99.		14 0.6	2 0.1	0 0.0	0 0.0
(9) Over $9.00 per hour.		27 1.1	4 0.2	0 0.0	0 0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table B1 Page B1.17
Student - One-Year Followup

	Male N %	Female N %	Pool/C N %	Pool/S N %
11. How many hours do you work during an average workweek? Omit	1200 47.9	1226 48.2	0 0.0	1 100.0
(1) 20 hours/week or less	329 13.1	572 22.5	0 0.0	0 0.0
(2) 21-35 hours/week.	278 11.1	325 12.8	0 0.0	0 0.0
(3) 36/hours week or more	697 27.8	422 16.6	0 0.0	0 0.0
12. Is this job related to your area of high school preparation? Omit	1101 44.0	1191 46.8	0 0.0	1 100.0
(1) Directly related.	249 9.9	263 10.3	0 0.0	0 0.0
(2) Somewhat related.	466 18.6	435 17.1	0 0.0	0 0.0
(3) Not related	688 27.5	656 25.8	0 0.0	0 0.0
13. How did you get your present job? Omit	1165 46.5	1229 48.3	0 0.0	1 100.0
(1) Through co-op program.	54 2.2	119 4.7	0 0.0	0 0.0
(2) School placement	72 2.9	118 4.6	0 0.0	0 0.0
(3) Job service.	36 1.4	54 2.1	0 0.0	0 0.0
(4) Parents/brother/sister/friend. .	512 20.4	359 14.1	0 0.0	0 0.0
(5) Completely on your own	741 29.6	771 30.3	0 0.0	0 0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table B1 Page B1.18
Student - One-Year Followup

	Male N %	Female N %	Pool/C N %	Pool/S N %
14. How long did it take you to find your first job? Omit	1207	1241	0	1
	48.2	48.8	0.0	100.0
(1) 0-2 months	1068	1059	0	0
	42.7	41.6	0.0	0.0
(2) 3-5 months	169	181	0	0
	6.7	7.1	0.0	0.0
(3) 6-8 months	42	46	0	0
	1.7	1.8	0.0	0.0
(4) 9-12 months.	18	18	0	0
	0.7	0.7	0.0	0.0

	Male Mean StD	Female Mean StD	Pool/C Mean StD	Pool/S Mean StD
15. Getting a job.	3.196	3.331	0.000	3.000
	1.033	1.048	0.000	0.000
16. Knowing how to use tools and and equipment.	3.515	3.174	0.000	3.000
	1.087	1.112	0.000	0.000
17. Learning the skills needed for this job	3.245	3.248	0.000	3.000
	1.130	1.142	0.000	0.000
18. Getting along with other workers.	3.682	3.819	0.000	3.000
	1.010	0.980	0.000	0.000
19. Being able to talk to the boss about your problems.	3.295	3.247	0.000	3.000
	1.110	1.101	0.000	0.000
20. Working in a supervisory or leadership role	3.297	3.353	0.000	3.000
	1.093	1.080	0.000	0.000
21. Understanding the value and importance of work	3.733	3.948	0.000	3.000
	1.004	0.954	0.000	0.000
22. Understanding in general the U.S. economic system (supply-demand, inflation, recession, etc.)	3.427	3.388	0.000	3.000
	1.072	1.122	0.000	0.000

	Male Mean StD	Female Mean StD	Pool/C Mean StD	Pool/S Mean StD
23. Solving family and household related problems	2.978	3.220	0.000	3.000
	1.058	1.088	0.000	0.000
24. Caring for the needs of young children's growth & development.	2.838	3.343	0.000	3.000
	1.133	1.199	0.000	0.000
25. Planning food, clothing and shelter purchases.	3.096	3.408	0.000	3.000
	1.111	1.113	0.000	0.000
26. Relating nutritional needs to food selection	3.028	3.334	0.000	3.000
	1.103	1.103	0.000	0.000
27. Managing duties of the home with an outside job	3.121	3.301	0.000	3.00
	1.058	1.085	0.000	0.00
28. Basic skill preparation in math, reading, writing, spelling, etc.	3.858	4.049	0.000	3.00
	0.946	0.938	0.000	0.00

	Male N %	Female N %	Pool/C N %	Pool/S N %
29. I am currently attending the following education school program: Omit	322	240	0	0
	12.9	9.4	0.0	0.0
(1) a vocational school one-year diploma program.	95	130	0	0
	3.8	5.1	0.0	0.0
(2) a vocational school two-year associate degree program	250	267	0	0
	10.0	10.5	0.0	0.0
(3) a four-year university program .	900	1046	0	1
	35.9	41.1	0.0	100.0
(4) an apprenticeship program. . . .	26	5	0	0
	1.0	0.2	0.0	0.0
(5) an in-service or on-the-job training program	84	26	0	0
	3.4	1.0	0.0	0.0
(6) not in school.	731	718	0	0
	29.2	28.2	0.0	0.0
(7) Other.	100	113	0	0
	4.0	4.4	0.0	0.0

	Male N %	Female N %	Pool/C N %	Pool/S N %
30. My area of study for the preparation checked in 29 is: Omit	1380 55.1	1346 52.9	0 0.0	0 0.0
(1) Related VTAE	257 10.3	266 10.5	0 0.0	0 0.0
(2) Related four-year university . .	390 15.6	406 16.0	0 0.0	0 0.0
(3) Other related.	88 3.5	54 2.1	0 0.0	0 0.0
(4) Not related.	389 15.5	473 18.6	0 0.0	1 100.0
31. How do you feel about the vocational training you received at your high school? Omit	624 24.9	529 20.8	0 0.0	0 0.0
(1) Very UNsatisfied	62 2.5	49 1.9	0 0.0	0 0.0
(2) UNsatisfied.	174 6.9	164 6.4	0 0.0	0 0.0
(3) Satisfied.	1230 49.1	1341 52.7	0 0.0	1 100.0
(4) Very satisfied	414 16.5	462 18.2	0 0.0	0 0.0
32. How do you feel about the career planning assistance you received at your high school? Omit	620 24.8	473 18.6	0 0.0	0 0.0
(1) Very UNsatisfied	126 5.0	139 5.5	0 0.0	0 0.0
(2) UNsatisfied.	338 13.5	380 14.9	0 0.0	0 0.0
(3) Satisfied.	1144 45.7	1211 47.6	0 0.0	1 100.0
(4) Very satisfied	276 11.0	342 13.4	0 0.0	0 0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table B1 Page B1.21
Student - One-Year Followup

	Male N %	Female N %	Pool/C N %	Pool/S N %
33. During my vocational program I filled out a questionnaire about my occupational interests and abilities.				
Omit	845 33.7	676 26.6	0 0.0	0 0.0
(1) Yes.	688 27.5	845 33.2	0 0.0	0 0.0
(2) Not sure	765 30.6	820 32.2	0 0.0	0 0.0
(3) No	206 8.2	204 8.0	0 0.0	1 100.0
34. During my vocational program, I was helped to become aware of:				
Omit	1135 45.3	922 36.2	0 0.0	1 100.0
(1) new (emerging) occupations . . .	924 36.9	970 38.1	0 0.0	0 0.0
(2) male dominated jobs which females now enter.	508 20.3	778 30.6	0 0.0	0 0.0
(3) female dominated jobs which males now enter.	377 15.1	634 24.9	0 0.0	0 0.0
(4) occupations which have many job opportunities.	988 39.5	1147 45.1	0 0.0	0 0.0
(5) occupations which are overcrowded with workers and job applicants.	717 28.6	785 30.8	0 0.0	0 0.0
(6) post-high school training opportunities related to my career objective.	813 32.5	894 35.1	0 0.0	0 0.0
(7) job alternatives related to my career objective.	700 28.0	798 31.4	0 0.0	0 0.0
(8) training requirements for related jobs.	818 32.7	962 37.8	0 0.0	0 0.0
(9) career planning and decision-making	851 34.0	1104 43.4	0 0.0	0 0.0

B2

Five-Year Student Follow-up

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table B2, Page B2.1
Student - Five-Year Followup

		Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
5. Sex	Omit. .	0	0	0	0	0	0	0
		0.0	0.0	0.0	0.0	0.0	0.0	0.0
(1) Male.		736	133	47	1	7	438	18
		50.0	79.2	11.4	4.5	5.8	96.3	23.1
(2) Female.		737	35	367	21	114	17	60
		50.0	20.8	88.6	95.5	94.2	3.7	76.9
6. I am presently: (check one)	Omit. .	5	1	2	0	0	2	0
		0.3	0.6	0.5	0.0	0.0	0.4	0.0
(1) employed FULL time in a paid nonmilitary occupation. . .		908	126	270	10	55	313	43
		61.6	75.0	65.2	45.5	45.5	68.8	55.1
(2) employed FULL time in the military service.		63	5	6	0	1	41	3
		4.3	3.0	1.4	0.0	0.8	9.0	3.8
(3) employed PART time--not in school.		124	10	42	3	24	15	10
		8.4	6.0	10.1	13.6	19.8	3.3	12.8
(4) employed PART time while in school.		144	7	42	3	14	32	15
		9.8	4.2	10.1	13.6	11.6	7.0	19.2
(5) full-time student--not employed part time.		122	10	25	1	6	33	5
		8.3	6.0	6.0	4.5	5.0	7.3	6.4
(6) unemployed, but looking for paid employment		62	7	15	3	8	15	1
		4.2	4.2	3.6	13.6	6.6	3.3	1.3
(7) unemployed, not looking for paid employment		45	2	12	2	13	4	1
		3.1	1.2	2.9	9.1	10.7	0.9	1.3
8. May we contact your supervisor?	Omit. .	318	39	77	6	32	76	13
		21.6	23.2	18.6	27.3	26.4	16.7	16.7
(1) No.		324	40	97	4	16	113	18
		22.0	23.8	23.4	18.2	13.2	24.8	23.1
(2) Yes		831	89	240	12	73	266	47
		56.4	53.0	58.0	54.5	60.3	58.5	60.3

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table B2, Page B2.2
Student - Five-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
9. Do you own or operate your own business? Omit. .	323	43	74	6	31	86	12
	21.9	25.6	17.9	27.3	25.6	18.9	15.4
(1) Yes	45	22	2	0	3	14	1
	3.1	13.1	0.5	0.0	2.5	3.1	1.3
(2) No.	1105	103	338	16	87	355	65
	75.0	61.3	81.6	72.7	71.9	78.0	83.3
Mean. .	5.798	5.942	5.624	5.813	4.688	6.275	5.050
StD . .	2.036	2.047	1.936	2.509	2.015	1.896	1.969
10. What is your present hourly wage BEFORE DEDUCTIONS? Omit. .	441	64	100	6	44	121	18
	29.9	38.1	24.2	27.3	36.4	26.6	23.1
(1) Under $2.00 per hour. . . .	2	0	1	0	0	0	0
	0.1	0.0	0.2	0.0	0.0	0.0	0.0
(2) $2.00 - $2.99 per hour. . .	11	0	5	0	3	0	1
	0.7	0.0	1.2	0.0	2.5	0.0	1.3
(3) $3.00 - $3.99 per hour. . .	130	13	39	4	23	23	12
	8.8	7.7	9.4	18.2	19.0	5.1	15.4
(4) $4.00 - $4.99 per hour. . .	181	18	51	3	22	47	16
	12.3	10.7	12.3	13.6	18.2	10.3	20.5
(5) $5.00 - $5.99 per hour. . .	192	18	69	2	10	58	13
	13.0	10.7	16.7	9.1	8.3	12.7	16.7
(6) $6.00 - $6.99 per hour. . .	157	17	58	0	4	58	8
	10.7	10.1	14.0	0.0	3.3	12.7	10.3
(7) $7.00 - $7.99 per hour. . .	103	9	30	1	4	46	1
	7.0	5.4	7.2	4.5	3.3	10.1	1.3
(8) $8.00 - $8.99 per hour. . .	81	9	18	2	3	39	0
	5.5	5.4	4.3	9.1	2.5	8.6	0.0
(9) Over $9.00 per hour	175	20	43	4	8	63	9
	11.9	11.9	10.4	18.2	6.6	13.8	11.5

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
11. How many hours do you work during an average work week?							
Omit. .	280	30	60	6	31	75	10
	19.0	17.9	14.5	27.3	25.6	16.5	12.8
(1) 20 hours/week or less . . .	124	7	38	2	15	27	14
	8.4	4.2	9.2	9.1	12.4	5.9	17.9
(2) 21-35 hours/week.	144	10	46	7	24	17	14
	9.8	6.0	11.1	31.8	19.8	3.7	17.9
(3) 36 hours/week or more . . .	925	121	270	7	51	336	40
	62.8	72.0	65.2	31.8	42.1	73.8	51.3
12. Is this job related to your area of high school vocational preparation? Omit. .	263	24	60	6	26	61	11
	17.9	14.3	14.5	27.3	21.5	13.4	14.1
(1) Directly related.	280	61	82	10	15	80	21
	19.0	36.3	19.8	45.5	12.4	17.6	26.9
(2) Somewhat related.	528	41	159	3	40	196	35
	35.8	24.4	38.4	13.6	33.1	43.1	44.9
(3) Not related	402	42	113	3	40	118	11
	27.3	25.0	27.3	13.6	33.1	25.9	14.1
13. Is this job related to the career choice you made during your senior year in high school?							
Omit. .	266	29	60	6	30	61	9
	18.1	17.3	14.5	27.3	24.8	13.4	11.5
(1) Directly related.	335	50	97	11	26	103	22
	22.7	29.8	23.4	50.0	21.5	22.6	28.2
(2) Somewhat related.	381	48	103	1	12	152	26
	25.9	28.6	24.9	4.5	9.9	33.4	33.3
(3) Not related	491	41	154	4	53	139	21
	33.3	24.4	37.2	18.2	43.8	30.5	26.9

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
14 Since leaving high school, I have completed or am presently enrolled in: Omit. .	70	13	17	1	5	28	1
	4.8	7.7	4.1	4.5	4.1	6.2	1.3
(1) a vocational school one-year diploma program. . . .	177	22	57	2	23	45	13
	12.0	13.1	13.8	9.1	19.0	9.9	16.7
(2) a vocational school two-year associate degree program	222	30	64	3	17	76	10
	15.1	17.9	15.5	13.6	14.0	16.7	12.8
(3) a baccalaureate degree. . .	407	21	130	7	22	81	27
	27.6	12.5	31.4	31.8	18.2	17.8	34.6
(4) have done graduate work . .	44	4	13	1	2	6	1
	3.0	2.4	3.1	4.5	1.7	1.3	1.3
(5) an apprenticeship program .	58	11	4	0	3	33	2
	3.9	6.5	1.0	0.0	2.5	7.3	2.6
(6) an in-service or on-the-job training program.	185	26	37	0	18	76	9
	12.6	15.5	8.9	0.0	14.9	16.7	11.5
(7) other	199	22	67	2	15	57	10
	13.5	13.1	16.2	9.1	12.4	12.5	12.8
(8) I have not taken further. . training.	324	55	71	8	37	120	15
	22.0	32.7	17.1	36.4	30.6	26.4	19.2
15. My area or program of study for the training checked in #14 was: Omit. .	614	72	101	9	43	164	20
	41.7	42.9	24.4	40.9	35.5	36.0	25.6
(1) Related VTAE.	279	31	96	3	21	108	19
	18.9	18.5	23.2	13.6	17.4	23.7	24.4
(2) Related university.	182	21	79	7	11	44	17
	12.4	12.5	19.1	31.8	9.1	9.7	21.8
(3) Other related	132	16	34	2	7	63	10
	9.0	9.5	8.2	9.1	5.8	13.8	12.8
(4) Not related	266	28	104	1	39	76	12
	18.1	16.7	25.1	4.5	32.2	16.7	15.4

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
16. Date employed by present employer: Omit. .	351	47	81	6	32	100	11
	23.8	28.0	19.6	27.3	26.4	22.0	14.1
(1) On-the-job less than 2 years	571	37	184	9	49	170	37
	38.8	22.0	44.4	40.9	40.5	37.4	47.4
(2) On-the-job 3-4 years. . . .	351	43	89	6	31	116	23
	23.8	25.6	21.5	27.3	25.6	25.5	29.5
(3) On-the-job 5-6 years. . . .	181	35	58	1	9	62	6
	12.3	20.8	14.0	4.5	7.4	13.6	7.7
(4) On-the-job 7-8 years. . . .	14	4	1	0	0	6	1
	1.0	2.4	0.2	0.0	0.0	1.3	1.3
(5) On-the-job 9 years or more.	5	2	1	0	0	1	0
	0.3	1.2	0.2	0.0	0.0	0.2	0.0
17. Number of jobs held since graduation: Omit. .	134	24	23	0	12	52	4
	9.1	14.3	5.6	0.0	9.9	11.4	5.1
(1) One	306	50	71	6	19	96	19
	20.8	29.8	17.1	27.3	15.7	21.1	24.4
(2) Two	341	34	107	6	28	100	17
	23.2	20.2	25.8	27.3	23.1	22.0	21.8
(3) Three	321	42	87	4	23	102	22
	21.8	25.0	21.0	18.2	19.0	22.4	28.2
(4) Four.	172	5	57	3	19	56	12
	11.7	3.0	13.8	13.6	15.7	12.3	15.4
(5) Five.	93	8	32	1	7	24	2
	6.3	4.8	7.7	4.5	5.8	5.3	2.6
(6) Six	53	3	17	1	7	15	1
	3.6	1.8	4.1	4.5	5.8	3.3	1.3
(7) Seven	14	0	5	0	2	2	0
	1.0	0.0	1.2	0.0	1.7	0.4	0.0
(8) Eight or more	39	2	15	1	4	8	1
	2.6	1.2	3.6	4.5	3.3	1.8	1.3

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
18. Would you recommend high school vocational courses to others? Omit. .	205 13.9	25 14.9	50 12.1	0 0.0	20 16.5	66 14.5	5 6.4
(1) Yes	1200 81.5	137 81.5	350 84.5	22 100.0	94 77.7	374 82.2	69 88.5
(2) No.	68 4.6	6 3.6	14 3.4	0 0.0	7 5.8	15 3.3	4 5.1

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
5. Sex Omit. .	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
(1) Male.	257 44.0	388 57.5	90 42.3	60 55.0	736 100.0	0 0.0
(2) Female.	327 56.0	287 42.5	123 57.7	49 45.0	0 0.0	737 100.0
6. I am presently: (check one) Omit. .	4 0.7	1 0.1	0 0.0	0 0.0	4 0.5	1 0.1
(1) employed FULL time in a paid nonmilitary occupation. . .	348 59.6	470 69.6	90 42.3	64 58.7	480 65.2	428 58.1
(2) employed FULL time in the military service.	28 4.8	28 4.1	7 3.3	4 3.7	54 7.3	9 1.2
(3) employed PART time--not in school.	53 9.1	51 7.6	20 9.4	15 13.8	28 3.8	96 13.0
(4) employed PART time while in school.	57 9.8	56 8.3	31 14.6	3 2.8	60 8.2	84 11.4
(5) full-time student--not employed part time.	49 8.4	31 4.6	42 19.7	6 5.5	76 10.3	46 6.2
(6) unemployed, but looking for paid employment	26 4.5	23 3.4	13 6.1	11 10.1	30 4.1	32 4.3
(7) unemployed, not looking for paid employment	19 3.3	15 2.2	10 4.7	6 5.5	4 0.5	41 5.6

Table B2, Page B2.7
Student - Five-Year Followup

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
8. May we contact your supervisor? Omit. .	138	105	74	29	159	159
	23.6	15.6	34.7	26.6	21.6	21.6
(1) No.	104	184	36	15	175	149
	17.8	27.3	16.9	13.8	23.8	20.2
(2) Yes	342	386	103	65	402	429
	58.6	57.2	48.4	59.6	54.6	58.2
9. Do you own or operate your own business? Omit. .	126	126	70	28	169	154
	21.6	18.7	32.9	25.7	23.0	20.9
(1) Yes	12	30	3	6	41	4
	2.1	4.4	1.4	5.5	5.6	0.5
(2) No.	446	519	140	75	526	579
	76.4	76.9	65.7	68.8	71.5	78.6
Mean. .	5.763	5.802	5.897	5.403	6.277	5.358
StD . .	2.131	1.907	2.223	2.046	1.958	2.008
10. What is your present hourly wage BEFORE DEDUCTIONS? Omit. .	179	174	87	37	241	200
	30.7	25.8	40.8	33.9	32.7	27.1
(1) Under $2.00 per hour. . . .	0	1	1	1	0	2
	0.0	0.1	0.5	0.9	0.0	0.3
(2) $2.00 - $2.99 per hour. . .	7	2	2	2	1	10
	1.2	0.3	0.9	1.8	0.1	1.4
(3) $3.00 - $3.99 per hour. . .	61	53	16	11	37	93
	10.4	7.9	7.5	10.1	5.0	12.6
(4) $4.00 - $4.99 per hour. . .	71	87	23	14	70	111
	12.2	12.9	10.8	12.8	9.5	15.1
(5) $5.00 - $5.99 per hour. . .	72	98	22	12	89	103
	12.3	14.5	10.3	11.0	12.1	14.0
(6) $6.00 - $6.99 per hour. . .	48	97	12	10	79	78
	8.2	14.4	5.6	9.2	10.7	10.6
(7) $7.00 - $7.99 per hour. . .	36	55	12	8	61	42
	6.2	8.1	5.6	7.3	8.3	5.7
(8) $8.00 - $8.99 per hour. . .	37	34	10	7	54	27
	6.3	5.0	4.7	6.4	7.3	3.7
(9) Over $9.00 per hour	73	74	28	7	104	71
	12.5	11.0	13.1	6.4	14.1	9.6

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
11. How many hours do you work during an average work week?						
Omit. .	121 20.7	91 13.5	67 31.5	26 23.9	148 20.1	132 17.9
(1) 20 hours/week or less . . .	50 8.6	53 7.9	21 9.9	6 5.5	45 6.1	79 10.7
(2) 21-35 hours/week.	65 11.1	53 7.9	26 12.2	10 9.2	33 4.5	111 15.1
(3) 36 hours/week or more . . .	348 59.6	478 70.8	99 46.5	67 61.5	510 69.3	415 56.3
12. Is this job related to your area of high school vocational preparation?						
Omit. .	103 17.6	85 12.6	74 34.7	24 22.0	128 17.4	135 18.3
(1) Directly related.	61 10.4	208 30.8	11 5.2	17 15.6	143 19.4	137 18.6
(2) Somewhat related.	225 38.5	249 36.9	54 25.4	40 36.7	274 37.2	254 34.5
(3) Not related	195 33.4	133 19.7	74 34.7	28 25.7	191 26.0	211 28.6
13. Is this job related to the career choice you made during your senior year in high school?						
Omit. .	111 19.0	84 12.4	70 32.9	26 23.9	130 17.7	136 18.5
(1) Directly related.	99 17.0	210 31.1	26 12.2	15 13.8	168 22.8	167 22.7
(2) Somewhat related.	122 20.9	220 32.6	39 18.3	33 30.3	223 30.3	158 21.4
(3) Not related	252 43.2	161 23.9	78 36.6	35 32.1	215 29.2	276 37.4

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
14. Since leaving high school, I have completed or am presently enrolled in: Omit. .	36	29	5	7	43	27
	6.2	4.3	2.3	6.4	5.8	3.7
(1) a vocational school one-year diploma program. . . .	70	92	15	12	72	105
	12.0	13.6	7.0	11.0	9.8	14.2
(2) a vocational school two-year associate degree program	100	101	21	14	111	111
	17.1	15.0	9.9	12.8	15.1	15.1
(3) a baccalaureate degree. . .	172	116	119	10	191	216
	29.5	17.2	55.9	9.2	26.0	29.3
(4) have done graduate work . .	20	7	17	1	20	24
	3.4	1.0	8.0	0.9	2.7	3.3
(5) an apprenticeship program .	21	32	5	3	43	15
	3.6	4.7	2.3	2.8	5.8	2.0
(6) an in-service or on-the-job training program.	72	94	19	17	108	77
	12.3	13.9	8.9	15.6	14.7	10.4
(7) other	85	88	26	15	87	112
	14.6	13.0	12.2	13.8	11.8	15.2
(8) I have not taken further. . training.	104	202	17	37	179	145
	17.8	29.9	8.0	33.9	24.3	19.7
15. My area or program of study for the training checked in #14 was: Omit. .	163	246	204	56	325	289
	27.9	36.4	95.8	51.4	44.2	39.2
(1) Related VTAE.	111	167	1	22	138	141
	19.0	24.7	0.5	20.2	18.8	19.1
(2) Related university.	96	83	3	4	88	94
	16.4	12.3	1.4	3.7	12.0	12.8
(3) Other related	47	85	0	5	79	53
	8.0	12.6	0.0	4.6	10.7	7.2
(4) Not related	167	94	5	22	106	160
	28.6	13.9	2.3	20.2	14.4	21.7

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table B2, Page B2.10
Student - Five-Year Followup

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
16. Date employed by present employer: Omit. .	139	138	73	29	188	163
	23.8	20.4	34.3	26.6	25.5	22.1
(1) On-the-job less than 2 years	230	257	84	40	250	321
	39.4	38.1	39.4	36.7	34.0	43.6
(2) On-the-job 3-4 years. . . .	141	167	43	27	177	174
	24.1	24.7	20.2	24.8	24.0	23.6
(3) On-the-job 5-6 years. . . .	63	108	10	13	106	75
	10.8	16.0	4.7	11.9	14.4	10.2
(4) On-the-job 7-8 years. . . .	8	4	2	0	12	2
	1.4	0.6	0.9	0.0	1.6	0.3
(5) On-the-job 9 years or more.	3	1	1	0	3	2
	0.5	0.1	0.5	0.0	0.4	0.3
17. Number of jobs held since graduation: Omit. .	55	60	18	13	86	48
	9.4	8.9	8.5	11.9	11.7	6.5
(1) One	115	146	45	23	180	126
	19.7	21.6	21.1	21.1	24.5	17.1
(2) Two	130	162	49	24	161	180
	22.3	24.0	23.0	22.0	21.9	24.4
(3) Three	120	160	41	22	162	159
	20.5	23.7	19.2	20.2	22.0	21.6
(4) Four.	76	76	20	12	73	99
	13.0	11.3	9.4	11.0	9.9	13.4
(5) Five.	32	43	18	6	41	52
	5.5	6.4	8.5	5.5	5.6	7.1
(6) Six	29	15	9	5	15	38
	5.0	2.2	4.2	4.6	2.0	5.2
(7) Seven	4	5	5	1	4	10
	0.7	0.7	2.3	0.9	0.5	1.4
(8) Eight or more	23	8	8	3	14	25
	3.9	1.2	3.8	2.8	1.9	3.4

Table B2, Page B2.11
Student - Five-Year Followup

	SEQ N %	IPC N %	GE N %	SPED N %	M N %	F N %
18. Would you recommend high school vocational courses to others?						
Omit. .	93 15.9	73 10.8	38 17.8	20 18.3	108 14.7	97 13.2
(1) Yes	459 78.6	588 87.1	153 71.8	85 78.0	592 80.4	608 82.5
(2) No.	32 5.5	14 2.1	22 10.3	4 3.7	36 4.9	32 4.3

B3

Ten-Year Student Follow-up

Student - Ten-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
5. Sex Omit. .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(1) Male.	187	48	12	0	5	81	3
	41.6	84.2	9.2	0.0	9.4	94.2	27.3
(2) Female.	263	9	119	5	48	5	8
	58.4	15.8	90.8	100.0	90.6	5.8	72.7
6. I am presently: (check one) Omit. .	1	0	0	0	0	0	0
	0.2	0.0	0.0	0.0	0.0	0.0	0.0
(1) employed FULL time in a paid nonmilitary occupation. . .	328	51	84	2	33	77	7
	72.9	89.5	64.1	40.0	62.3	89.5	63.6
(2) employed FULL time in the military service.	11	0	1	0	1	2	2
	2.4	0.0	0.8	0.0	1.9	2.3	18.2
(3) employed PART time--not in school.	58	3	28	2	12	2	0
	12.9	5.3	21.4	40.0	22.6	2.3	0.0
(4) employed PART time while in school.	12	2	1	0	2	3	0
	2.7	3.5	0.8	0.0	3.8	3.5	0.0
(5) full-time student--not employed part time.	8	0	4	0	0	1	0
	1.8	0.0	3.1	0.0	0.0	1.2	0.0
(6) unemployed, but looking for paid employment	6	0	2	1	0	0	0
	1.3	0.0	1.5	20.0	0.0	0.0	0.0
(7) unemployed, not looking for paid employment	26	1	11	0	5	1	2
	5.8	1.8	8.4	0.0	9.4	1.2	18.2
8. May we contact your supervisor? Omit. .	67	6	23	1	11	5	4
	14.9	10.5	17.6	20.0	20.8	5.8	36.4
(1) No.	78	13	23	0	9	16	0
	17.3	22.8	17.6	0.0	17.0	18.6	0.0
(2) Yes	305	38	85	4	33	65	7
	67.8	66.7	64.9	80.0	62.3	75.6	63.6

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table B3, Page B3.2
Student - Ten-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
9. Do you own or operate your own business? Omit. .	52 11.6	3 5.3	20 15.3	1 20.0	5 9.4	3 3.5	2 18.2
(1) Yes	29 6.4	11 19.3	4 3.1	0 0.0	4 7.5	6 7.0	0 0.0
(2) No.	369 82.0	43 75.4	107 81.7	4 80.0	44 83.0	77 89.5	9 81.8
10. If you own or operate your own business, how many persons do you employ? Omit. .	423 94.0	48 84.2	125 95.4	5 100.0	50 94.3	81 94.2	11 100.0
(1) 1-25 people	23 5.1	9 15.8	5 3.8	0 0.0	2 3.8	4 4.7	0 0.0
(2) 26-75 people.	1 0.2	0 0.0	1 0.8	0 0.0	0 0.0	0 0.0	0 0.0
(3) 76-150 people	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0.0
(4) 151-500 people.	1 0.2	0 0.0	0 0.0	0 0.0	0 0.0	1 1.2	0 0.0
(5) 501-1,000 people.	1 0.2	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
(6) 1,001-5,000 people.	1 0.2	0 0.0	0 0.0	0 0.0	1 1.9	0 0.0	0 0.0
(7) Over 5,000 people	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
ble B3, Page B3.3
Student - Ten-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
Mean. .	7.189	7.639	6.878	5.500	6.500	8.056	5.857
StD . .	2.069	2.140	2.017	1.291	2.137	1.620	1.464
11. What is your present hourly wage BEFORE DEDUCTIONS? Omit. .	106	21	33	1	7	15	4
	23.6	36.8	25.2	20.0	13.2	17.4	36.4
(1) Under $2.00 per hour. . . .	2	0	0	0	0	0	0
	0.4	0.0	0.0	0.0	0.0	0.0	0.0
(2) $2.00 - $2.99 per hour. . .	6	2	2	0	0	1	0
	1.3	3.5	1.5	0.0	0.0	1.2	0.0
(3) $3.00 - $3.99 per hour. . .	13	1	3	0	6	1	0
	2.9	1.8	2.3	0.0	11.3	1.2	0.0
(4) $4.00 - $4.99 per hour. . .	20	2	6	1	3	1	0
	4.4	3.5	4.6	20.0	5.7	1.2	0.0
(5) $5.00 - $5.99 per hour. . .	42	1	20	1	6	4	4
	9.3	1.8	15.3	20.0	11.3	4.7	36.4
(6) $6.00 - $6.99 per hour. . .	39	1	11	1	9	4	2
	8.7	1.8	8.4	20.0	17.0	4.7	18.2
(7) $7.00 - $7.99 per hour. . .	41	3	14	1	6	8	0
	9.1	5.3	10.7	20.0	11.3	9.3	0.0
(8) $8.00 - $8.99 per hour. . .	20	6	5	0	1	5	0
	4.4	10.5	3.8	0.0	1.9	5.8	0.0
(9) Over $9.00 per hour	161	20	37	0	15	47	1
	35.8	35.1	28.2	0.0	28.3	54.7	9.1
12. How many hours do you work during an average work week? Omit. .	45	2	19	1	5	2	2
	10.0	3.5	14.5	20.0	9.4	2.3	18.2
(1) 20 hours/week or less . . .	34	0	16	2	8	1	0
	7.6	0.0	12.2	40.0	15.1	1.2	0.0
(2) 21-35 hours/week.	40	3	14	0	8	4	0
	8.9	5.3	10.7	0.0	15.1	4.7	0.0
(3) 36 hours/week or more . . .	331	52	82	2	32	79	9
	73.6	91.2	62.6	40.0	60.4	91.9	81.8

Student - Ten-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
13. Is this job related to your area of high school vocational preparation? Omit. .	47	1	19	2	5	3	3
	10.4	1.8	14.5	40.0	9.4	3.5	27.3
(1) Directly related.	72	19	15	0	6	16	4
	16.0	33.3	11.5	0.0	11.3	18.6	36.4
(2) Somewhat related.	174	21	61	2	18	36	3
	38.7	36.8	46.6	40.0	34.0	41.9	27.3
(3) Not related	157	16	36	1	24	31	1
	34.9	28.1	27.5	20.0	45.3	36.0	9.1
14. Is this job related to the career choice you made during your senior year in high school? Omit. .	47	2	18	2	4	2	3
	10.4	3.5	13.7	40.0	7.5	2.3	27.3
(1) Directly related.	93	18	28	2	7	19	2
	20.7	31.6	21.4	40.0	13.2	22.1	18.2
(2) Somewhat related.	122	14	38	0	9	31	4
	27.1	24.6	29.0	0.0	17.0	36.0	36.4
(3) Not related	188	23	47	1	33	34	2
	41.8	40.4	35.9	20.0	62.3	39.5	18.2

Student - Ten-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
15. Since leaving high school, I have completed or am presently enrolled in: Omit. .	68	7	19	0	8	15	1
	15.1	12.3	14.5	0.0	15.1	17.4	9.1
(1) a vocational school one-year diploma program. . . .	63	11	20	4	11	10	1
	14.0	19.3	15.3	80.0	20.8	11.6	9.1
(2) a vocational school two-year Associate degree program	59	9	17	0	5	13	4
	13.1	15.8	13.0	0.0	9.4	15.1	36.4
(3) a Baccalaureate degree (B.A. or B.S.) degree . . .	107	9	29	0	8	11	2
	23.8	15.8	22.1	0.0	15.1	12.8	18.2
(4) a Master's (M.A. or M.S) degree.	20	0	6	0	0	1	0
	4.4	0.0	4.6	0.0	0.0	1.2	0.0
(5) an Educational Specialist degree.	2	0	0	0	1	1	0
	0.4	0.0	0.0	0.0	1.9	1.2	0.0
(6) a Doctorate degree.	4	0	0	0	1	1	0
	0.9	0.0	0.0	0.0	1.9	1.2	0.0
(7) an Apprenticeship program. .	17	3	1	0	1	11	0
	3.8	5.3	0.8	0.0	1.9	12.8	0.0
(8) an in-service or on-the-job training program.	103	16	30	1	11	24	2
	22.9	28.1	22.9	20.0	20.8	27.9	18.2
(9) I have not taken further. . training.	85	11	29	0	15	18	2
	18.9	19.3	22.1	0.0	28.3	20.9	18.2
16. My area or program of study for the training checked in #15 was: Omit. .	186	13	33	0	16	21	2
	41.3	22.8	25.2	0.0	30.2	24.4	18.2
(1) Related VTAE.	98	22	30	3	16	22	4
	21.8	38.6	22.9	60.0	30.2	25.6	36.4
(2) Related university.	43	7	18	0	8	8	2
	9.6	12.3	13.7	0.0	15.1	9.3	18.2
(3) Other related	46	5	20	0	5	15	0
	10.2	8.8	15.3	0.0	9.4	17.4	0.0
(4) Not related	77	10	30	2	8	20	3
	17.1	17.5	22.9	40.0	15.1	23.3	27.3

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
17. Date employed by present employer: Omit. .	67	7	20	3	9	7	2
	14.9	12.3	15.3	60.0	17.0	8.1	18.2
(1) On-the-job less than 2 years	96	8	36	0	13	14	1
	21.3	14.0	27.5	0.0	24.5	16.3	9.1
(2) On-the-job 3-4 years. . . .	99	10	28	0	9	19	2
	22.0	17.5	21.4	0.0	17.0	22.1	18.2
(3) On-the-job 5-6 years. . . .	82	10	26	1	10	14	5
	18.2	17.5	19.8	20.0	18.9	16.3	45.5
(4) On-the-job 7-8 years. . . .	49	9	8	0	8	13	1
	10.9	15.8	6.1	0.0	15.1	15.1	9.1
(5) On-the-job 9 years or more.	57	13	13	1	4	19	0
	12.7	22.8	9.9	20.0	7.5	22.1	0.0
18. Number of jobs held since graduation: Mean. .	3.464	2.982	3.512	3.400	3.585	3.570	2.300
StD . .	1.918	1.721	1.861	2.074	1.906	1.980	0.823
(1) One	59	12	14	1	5	11	1
	13.1	21.1	10.7	20.0	9.4	12.8	9.1
(2) Two	103	12	28	1	14	17	6
	22.9	21.1	21.4	20.0	26.4	19.8	54.5
(3) Three	99	15	31	1	11	22	2
	22.0	26.3	23.7	20.0	20.8	25.6	18.2
(4) Four.	69	9	20	0	8	15	1
	15.3	15.8	15.3	0.0	15.1	17.4	9.1
(5) Five.	40	2	14	1	5	7	0
	8.9	3.5	10.7	20.0	9.4	8.1	0.0
(6) Six	29	4	7	1	6	3	0
	6.4	7.0	5.3	20.0	11.3	3.5	0.0
(7) Seven	16	0	4	0	1	5	0
	3.6	0.0	3.1	0.0	1.9	5.8	0.0
(8) Eight or more	25	2	7	0	3	6	0
	5.6	3.5	5.3	0.0	5.7	7.0	0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table B3, Page B3.7
Student - Ten-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
19. Would you recommend high school vocational courses to others?							
Omit. .	56 12.4	10 17.5	13 9.9	1 20.0	6 11.3	6 7.0	2 18.2
(1) Yes	367 81.6	45 78.9	114 87.0	3 60.0	44 83.0	78 90.7	9 81.8
(2) No.	27 6.0	2 3.5	4 3.1	1 20.0	3 5.7	2 2.3	0 0.0

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
5. Sex Omit. .	0 0.0	0 0. 0	0 0.0	0 0.0	0 0.0	0
(1) Male.	81 36.3	69 56.6	37 35.2	8 36.4	187 100.0	0 0.0
(2) Female.	142 63.7	53 43.4	68 64.8	14 53.6	0 0.0	263 100.0
6. I am presently: (check one)						
Omit. .	0 0.0	0 0.0	1 1.0	0 0.0	0 0.0	1 0.4
(1) employed FULL time in a paid nonmilitary occupation. . .	156 70.0	99 81.1	73 69.5	14 63.6	164 87.7	164 62.4
(2) employed FULL time in the military service.	2 0.9	4 3.3	5 4.8	1 4.5	8 4.3	3 1.1
(3) employed PART time--not in school.	37 16.6	11 9.0	10 9.5	5 22.7	3 1.6	55 20.9
(4) employed PART time while in school.	7 3.1	1 0.8	4 3.8	0 0.0	7 3.7	5 1.9
(5) full-time student--not employed part time.	5 2.2	0 0.0	3 2.9	0 0.0	4 2.1	4 1.5
(6) unemployed, but looking for paid employment	2 0.9	1 0.8	3 2.9	0 0.0	0 0.0	6 2.3
(7) unemployed, not looking for paid employment	14 6.3	6 4.9	6 5.7	2 9.1	1 0.5	25 9.5

Student - Ten-Year Followup

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
8. May we contact your supervisor? Omit. .	31 13.9	19 15.6	17 16.2	3 13.6	11 5.9	56 21.3
(1) No.	41 18.4	20 16.4	17 16.2	3 13.6	36 19.3	42 16.0
(2) Yes	151 67.7	83 68.0	71 67.6	16 72.7	140 74.9	165 62.7
9. Do you own or operate your own business? Omit. .	24 10.8	10 8.2	18 17.1	3 13.6	9 4.8	43 16.3
(1) Yes	14 6.3	11 9.0	4 3.8	1 4.5	17 9.1	12 4.6
(2) No.	185 83.0	101 82.8	83 79.0	18 81.8	161 86.1	208 79.1
10. If you own or operate your own business, how many persons do you employ? Omit. .	208 93.3	114 93.4	101 96.2	22 100.0	173 92.5	250 95.1
(1) 1-25 people	13 5.8	7 5.7	3 2.9	0 0.0	13 7.0	10 3.8
(2) 26-75 people.	1 0.4	0 0.0	0 0.0	0 0.0	0 0.0	1 0.4
(3) 76-150 people	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
(4) 151-500 people.	0 0.0	1 0.8	0 0.0	0 0.0	1 0.5	0 0.0
(5) 501-1,000 people.	0 0.0	0 0.0	1 1.0	0 0.0	0 0.0	1 0.4
(6) 1,001-5,000 people.	1 0.4	0 0.0	0 0.0	0 0.0	0 0.0	1 0.4
(7) Over 5,000 people	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0

Student - Ten-Year Followup

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
Mean. .	7.099	7.380	7.163	6.444	7.931	6.655
StD . .	2.037	2.010	2.213	2.148	1.796	2.092
11. What is your present hourly wage BEFORE DEDUCTIONS? Omit. .	51	30	25	4	43	63
	22.9	24.6	23.8	18.2	23.0	24.0
(1) Under $2.00 per hour. . . .	0	0	2	0	1	1
	0.0	0.0	1.9	0.0	0.5	0.4
(2) $2.00 - $2.99 per hour. . .	2	3	1	0	2	4
	0.9	2.5	1.0	0.0	1.1	1.5
(3) $3.00 - $3.99 per hour. . .	8	3	2	2	3	10
	3.6	2.5	1.9	9.1	1.6	3.8
(4) $4.00 - $4.99 per hour. . .	11	2	7	1	3	17
	4.9	1.6	6.7	4.5	1.6	6.5
(5) $5.00 - $5.99 per hour. . .	24	12	6	4	8	34
	10.8	9.8	5.7	18.2	4.3	12.9
(6) $6.00 - $6.99 per hour. . .	22	6	11	3	10	29
	9.9	4.9	10.5	13.6	5.3	11.0
(7) $7.00 - $7.99 per hour. . .	20	12	9	2	13	28
	9.0	9.8	8.6	9.1	7.0	10.6
(8) $8.00 - $8.99 per hour. . .	8	10	2	0	11	9
	3.6	8.2	1.9	0.0	5.9	3.4
(9) Over $9.00 per hour	77	44	40	6	93	68
	34.5	36.1	38.1	27.3	49.7	25.9
12. How many hours do you work during an average work week? Omit. .	24	7	14	3	7	38
	10.8	5.7	13.3	13.6	3.7	14.4
(1) 20 hours/week or less . . .	20	7	7	4	3	31
	9.0	5.7	6.7	18.2	1.6	11.8
(2) 21-35 hours/week.	22	8	10	1	5	35
	9.9	6.6	9.5	4.5	2.7	13.3
(3) 36 hours/week or more . . .	157	100	74	14	172	159
	70.4	82.0	70.5	63.6	92.0	60.5

	SEQ	IPC	GE	SPNS	M	F
	N	N	N	N	N	N
	%	%	%	%	%	%
13. Is this job related to your area of high school vocational preparation? Omit. .	23	10	14	2	8	39
	10.3	8.2	13.3	9.1	4.3	14.8
(1) Directly related.	27	33	12	3	33	39
	12.1	27.0	11.4	13.6	17.6	14.8
(2) Somewhat related.	89	54	31	9	76	98
	39.9	44.3	29.5	40.9	40.6	37.3
(3) Not related	84	25	48	8	70	87
	37.7	20.5	45.7	36.4	37.4	33.1
14. Is this job related to the career choice you made during your senior year in high school? Omit. .	22	9	16	2	9	38
	9.9	7.4	15.2	9.1	4.8	14.4
(1) Directly related.	48	28	17	4	39	54
	21.5	23.0	16.2	18.2	20.9	20.5
(2) Somewhat related.	53	45	24	8	60	62
	23.8	36.9	22.9	36.4	32.1	23.6
(3) Not related	100	40	48	8	79	109
	44.8	32.8	45.7	36.4	42.2	41.4

Table B3, Page B3.11
Student - Ten-Year Followup

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
15. Since leaving high school, I have completed or am presently enrolled in: Omit. .	35	16	17	2	29	39
	15.7	13.1	16.2	9.1	15.5	14.8
(1) a vocational school one-year diploma program. . . .	36	22	5	3	23	40
	16.1	18.0	4.8	13.6	12.3	15.2
(2) a vocational school two-year Associate degree program	30	18	11	1	22	37
	13.5	14.8	10.5	4.5	11.8	14.1
(3) a Baccalaureate degree (B.A. or B.S.) degree . . .	38	21	48	1	43	64
	17.0	17.2	45.7	4.5	23.0	24.3
(4) a Master's (M.A. or M.S) degree.	6	1	13	1	11	9
	2.7	0.8	12.4	4.5	5.9	3.4
(5) an Educational Specialist degree.	2	0	0	0	1	1
	0.9	0.0	0.0	0.0	0.5	0.4
(6) a Doctorate degree.	2	0	2	0	2	2
	0.9	0.0	1.9	0.0	1.1	0.8
(7) an Apprenticeship program. .	11	5	1	0	13	4
	4.9	4.1	1.0	0.0	7.0	1.5
(8) an in-service or on-the-job training program.	56	29	18	5	52	51
	25.1	23.8	17.1	22.7	27.8	19.4
(9) I have not taken further. . training.	45	30	10	11	32	53
	20.2	24.6	9.5	50.0	17.1	20.2
16. My area or program of study for the training checked in #15 was: Omit. .	51	35	100	13	70	116
	22.9	28.7	95.2	59.1	37.4	44.1
(1) Related VTAE.	58	39	1	3	44	54
	26.0	32.0	1.0	13.6	23.5	20.5
(2) Related university.	27	16	0	1	18	25
	12.1	13.1	0.0	4.5	9.6	9.5
(3) Other related	28	18	0	2	22	24
	12.6	14.8	0.0	9.1	11.8	9.1
(4) Not related	59	14	4	3	33	44
	26.5	11.5	3.8	13.6	17.6	16.7

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
17. Date employed by present employer: Omit. .	34	14	19	4	18	49
	15.2	11.5	18.1	18.2	9.6	18.6
(1) On-the-job less than 2 years	48	24	24	4	31	65
	21.5	19.7	22.9	18.2	16.6	24.7
(2) On-the-job 3-4 years. . . .	47	21	31	2	42	57
	21.1	17.2	29.5	9.1	22.5	21.7
(3) On-the-job 5-6 years. . . .	37	30	15	3	36	46
	16.6	24.6	14.3	13.6	19.3	17.5
(4) On-the-job 7-8 years. . . .	25	14	10	0	25	24
	11.2	11.5	9.5	0.0	13.4	9.1
(5) On-the-job 9 years or more.	32	19	6	9	35	22
	14.3	15.6	5.7	40.9	18.7	8.4
18. Number of jobs held since graduation: Mean. .	3.461	3.325	3.631	3.286	3.306	3.579
StD . .	1.917	1.764	2.091	1.927	1.961	1.882
(1) One	29	15	15	4	35	24
	13.0	12.3	14.3	4.5	9.1	9.1
(2) Two	48	30	25	5	39	64
	21.5	24.6	23.8	22.7	20.9	24.3
(3) Three	55	28	16	4	44	55
	24.7	23.0	15.2	18.2	23.5	20.9
(4) Four.	32	22	15	2	27	42
	14.3	18.0	14.3	9.1	14.4	16.0
(5) Five.	18	11	11	3	11	29
	8.1	9.0	10.5	13.6	5.9	11.0
(6) Six	15	6	8	1	13	16
	6.7	4.9	7.6	4.5	7.0	6.1
(7) Seven	7	3	6	2	7	9
	3.1	2.5	5.7	9.1	3.7	3.4
(8) Eight or more	13	5	7	0	10	15
	5.8	4.1	6.7	0.0	5.3	5.7

Table B3, Page B3.13
Student - Ten-Year Followup

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
19. Would you recommend high school vocational courses to others?						
Omit. .	27 12.1	11 9.0	18 17.1	2 9.1	21 11.2	35 13.3
(1) Yes	189 84.8	106 86.9	72 68.6	20 90.9	152 81.3	215 81.7
(2) No.	7 3.1	5 4.1	15 14.3	0 0.0	14 7.5	13 4.9

B4

Student Non-Completer Follow-up

Student Non-Completer Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
Omit. .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5. (1) Male.	7	0	2	0	0	4	1
	36.8	0.0	22.2	0.0	0.0	66.7	25.0
(2) Female.	12	0	7	0	0	2	3
	63.2	0.0	77.8	0.0	0.0	33.3	75.0
6. What is the highest level you have completed? Omit. .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(1) 9th grade	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(2) 10th grade	2	0	1	0	0	1	0
	10.5	0.0	11.1	0.0	0.0	16.7	0.0
(3) 11th grade	1	0	1	0	0	0	0
	5.3	0.0	11.1	0.0	0.0	0.0	0.0
(4) 12th grade	16	0	7	0	0	5	4
	84.2	0.0	77.8	0.0	0.0	83.3	100.0
7. Reasons for leaving high school before graduation: Omit. .	12	0	5	0	0	4	3
	63.2	0.0	55.6	0.0	0.0	66.7	75.0
(1) Got a job.	2	0	1	0	0	1	0
	10.5	0.0	11.1	0.0	0.0	16.7	0.0
(2) Changed to another school.	3	0	1	0	0	1	1
	15.8	0.0	11.1	0.0	0.0	16.7	25.0
(3) School was too difficult .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(4) School was boring.	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(5) School was not related to my career goals.	1	0	1	0	0	0	0
	5.3	0.0	11.1	0.0	0.0	0.0	0.0
(6) Got married.	1	0	1	0	0	0	0
	5.3	0.0	11.1	0.0	0.0	0.0	0.0
(7) Conflict with school staff.	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(8) Illness.	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(9) Family/personal problems .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table B4, Page B4.2
Student Non-Completer Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
8. How do you feel about the vocational preparation you received in high school?							
Omit. .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(1) Very UNsatisfied	1	0	1	0	0	0	0
	5.3	0.0	11.1	0.0	0.0	0.0	0.0
(2) UNsatisfied.	1	0	1	0	0	0	0
	5.3	0.0	11.1	0.0	0.0	0.0	0.0
(3) Satisfied.	12	0	4	0	0	4	4
	63.2	0.0	44.4	0.0	0.0	66.7	100.0
(4) Very Satisfied	5	0	3	0	0	2	0
	26.3	0.0	33.3	0.0	0.0	33.3	0.0
9. How do you feel about the career planning assistance you received at your high school?							
Omit. .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(1) Very UNsatisfied	2	0	1	0	0	0	1
	10.5	0.0	11.1	0.0	0.0	0.0	25.0
(2) UNsatisfied.	4	0	1	0	0	1	2
	21.1	0.0	11.1	0.0	0.0	16.7	50.0
(3) Satisfied.	9	0	5	0	0	3	1
	47.4	0.0	55.6	0.0	0.0	50.0	25.0
(4) Very Satisfied	4	0	2	0	0	2	0
	21.1	0.0	22.2	0.0	0.0	33.3	0.0
10. During my vocational program I filled out a questionnaire about my occupational interests and abilities.							
Omit. .	1	0	1	0	0	0	0
	5.3	0.0	11.1	0.0	0.0	0.0	0.0
(1) Yes.	15	0	6	0	0	5	4
	78.9	0.0	66.7	0.0	0.0	83.3	100.0
(2) Not sure	3	0	2	0	0	1	0
	15.8	0.0	22.2	0.0	0.0	16.7	0.0
(3) No	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table B4, Page B4.3
Student Non-Completer Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
11. I am presently: Omit. .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(1) employed FULL time in a paid nonmilitary	2	0	1	0	0	1	0
occupation	10.5	0.0	11.1	0.0	0.0	16.7	0.0
(2) employed FULL time in the	1	0	1	0	0	0	0
military service	5.3	0.0	11.1	0.0	0.0	0.0	0.0
(3) employed PART time--not in	1	0	1	0	0	0	0
school	5.3	0.0	11.1	0.0	0.0	0.0	0.0
(4) employed PART while in	7	0	2	0	0	3	2
school	36.8	0.0	22.2	0.0	0.0	50.0	50.0
(5) full-time student--not	6	0	3	0	0	1	2
employed part time	31.6	0.0	33.3	0.0	0.0	16.7	50.0
(6) unemployed, but looking	2	0	1	0	0	1	0
for paid employment. . . .	10.5	0.0	11.1	0.0	0.0	16.7	0.0
(7) unemployed, not looking	0	0	0	0	0	0	0
for paid employment. . . .	0.0	0.0	0.0	0.0	0.0	0.0	0.0
13. Is this job related to your high school vocational preparation? Omit. .	9	0	5	0	0	2	2
	47.4	0.0	55.6	0.0	0.0	33.3	50.0
(1) Directly related	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(2) Somewhat related	3	0	1	0	0	1	1
	15.8	0.0	11.1	0.0	0.0	16.7	25.0
(3) Not related.	7	0	3	0	0	3	1
	36.8	0.0	33.3	0.0	0.0	50.0	25.0
14. May we contact your supervisor? Omit. .	9	0	5	0	0	2	2
	47.4	0.0	55.6	0.0	0.0	33.3	50.0
(1) No	1	0	1	0	0	0	0
	5.3	0.0	11.1	0.0	0.0	0.0	0.0
(2) Yes.	9	0	3	0	0	4	2
	47.4	0.0	33.3	0.0	0.0	66.7	50.0
15. Do you own or operate your own business? OMIT. .	9	0	5	0	0	2	2
	47.4	0.0	55.6	0.0	0.0	33.3	50.0
(1) Yes.	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(2) No	10	0	4	0	0	4	2
	52.6	0.0	44.4	0.0	0.0	66.7	50.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table B4, Page B4.4
Student Non-Completer Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
16. What is your present hourly wage BEFORE DEDUCTIONS?							
Mean. .	3.200	0.000	3.250	0.000	0.000	3.250	3.000
StD. .	0.422	0.000	0.500	0.000	0.000	0.500	0.000
OMIT. .	9 47.4	0 0.0	5 55.6	0 0.0	0 0.0	2 33.3	2 50.0
(1) Under $2.00 per hour . . .	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
(2) $2.00 - $2.99 per hour . .	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
(3) $3.00 - $3.99 per hour . .	8 42.1	0 0.0	3 33.3	0 0.0	0 0.0	3 50.0	2 50.0
(4) $4.00 - $4.99 per hour . .	2 10.5	0 0.0	1 11.1	0 0.0	0 0.0	1 16.7	0 0.0
(5) $5.00 - $5.99 per hour . .	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
(6) $6.00 - $6.99 per hour . .	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
(7) $7.00 - $7.99 per hour . .	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
(8) $8.00 - $8.99 per hour . .	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
(9) Over $9.00 per hour. . . .	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
17. How many hours do you work during an average work week? Omit. .	9 47.4	0 0.0	5 55.6	0 0.0	0 0.0	2 33.3	2 50.0
(1) 20 hours/week or less. . .	5 26.3	0 0.0	1 11.1	0 0.0	0 0.0	3 50.0	1 25.0
(2) 21-35 hours/week	3 15.8	0 0.0	2 22.2	0 0.0	0 0.0	0 0.0	1 25.0
(3) 36 hours/week or more. . .	2 10.5	0 0.0	1 11.1	0 0.0	0 0.0	1 16.7	0 0.0

Student Non-Completer Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
18. Since leaving high school, I have enrolled for further education in: Omit. .	1	0	1	0	0	0	0
	5.3	0.0	11.1	0.0	0.0	0.0	0.0
(1) another high school. . . .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(2) a vocational school one-year diploma program . . .	1	0	0	0	0	0	1
	5.3	0.0	0.0	0.0	0.0	0.0	25.0
(3) a vocational school two-yr associate degree program .	3	0	0	0	0	2	1
	15.8	0.0	0.0	0.0	0.0	33.3	25.0
(4) a GED (High School Equivalency) program . . .	1	0	1	0	0	0	0
	5.3	0.0	11.1	0.0	0.0	0.0	0.0
(5) evening adult vocational classes.	2	0	0	0	0	1	1
	10.5	0.0	0.0	0.0	0.0	16.7	25.0
(6) an apprenticeship program.	2	0	0	0	0	1	1
	10.5	0.0	0.0	0.0	0.0	16.7	25.0
(7) an in-service or on-the-job training program . . .	1	0	1	0	0	0	0
	5.3	0.0	11.1	0.0	0.0	0.0	0.0
(8) I have not taken any additional training. . . .	2	0	1	0	0	1	0
	10.5	0.0	11.1	0.0	0.0	16.7	0.0
(9) a university	9	0	5	0	0	1	3
	47.4	0.0	55.6	0.0	0.0	16.7	75.0

	Male N %	Female N %	Seq N %	IPC N %	SPNS N %	Pool/C N %	Pool/S N %
Omit. .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5. (1) Male.	7	0	7	0	0	0	0
	100.0	0.0	36.8	0.0	0.0	0.0	0.0
(2) Female.	0	12	12	0	1	0	0
	0.0	100.0	63.2	0.0	100.0	0.0	0.0
6. What is the highest level you have completed? Omit. .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(1) 9th grade	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(2) 10th grade	1	1	2	0	0	0	0
	14.3	8.3	10.5	0.0	0.0	0.0	0.0
(3) 11th grade	0	1	1	0	1	0	0
	0.0	8.3	5.3	0.0	100.0	0.0	0.0
(4) 12th grade	6	10	16	0	0	0	0
	85.7	83.3	84.2	0.0	0.0	0.0	0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table B4, Page B4.6
Student Non-Completer Followup

	Male N %	Female N %	Seq N %	IPC N %	SPNS N %	Pool/C N %	Pool/S N %
7. Reasons for leaving high school before graduation:							
Omit. .	5	7	12	0	0	0	0
	71.4	58.3	63.2	0.0	0.0	0.0	0.0
(1) Got a job.	1	1	2	0	0	0	0
	14.3	8.3	10.5	0.0	0.0	0.0	0.0
(2) Changed to another school.	1	2	3	0	0	0	0
	14.3	16.7	15.8	0.0	0.0	0.0	0.0
(3) School was too difficult .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(4) School was boring.	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(5) School was not related to my career goals.	0	1	1	0	0	0	0
	0.0	8.3	5.3	0.0	0.0	0.0	0.0
(6) Got married.	0	1	1	0	1	0	0
	0.0	8.3	5.3	0.0	100.0	0.0	0.0
(7) Conflict with school staff.	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(8) Illness.	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(9) Family/personal problems .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
8. How do you feel about the vocational preparation you received in high school?							
Omit. .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(1) Very UNsatisfied	0	1	1	0	0	0	0
	0.0	8.3	5.3	0.0	0.0	0.0	0.0
(2) UNsatisfied.	0	1	1	0	0	0	0
	0.0	8.3	5.3	0.0	0.0	0.0	0.0
(3) Satisfied.	6	6	12	0	0	0	0
	85.7	50.0	63.2	0.0	0.0	0.0	0.0
(4) Very Satisfied	1	4	5	0	1	0	0
	14.3	33.3	26.3	0.0	100.0	0.0	0.0

Student Non-Completer Followup

	Male N %	Female N %	Seq N %	IPC N %	SPNS N %	Pool/C N %	Pool/S N %
9. How do you feel about the career planning assistance you received at your high school? Omit. .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(1) Very UNsatisfied	0	2	2	0	0	0	0
	0.0	16.7	10.5	0.0	0.0	0.0	0.0
(2) UNsatisfied.	0	4	4	0	0	0	0
	0.0	33.3	21.1	0.0	0.0	0.0	0.0
(3) Satisfied.	4	5	9	0	1	0	0
	57.1	41.7	47.4	0.0	100.0	0.0	0.0
(4) Very Satisfied	3	1	4	0	0	0	0
	42.9	8.3	21.1	0.0	0.0	0.0	0.0
10. During my vocational program I filled out a questionnaire about my occupational interests and abilities. Omit. .	1	0	1	0	0	0	0
	14.3	0.0	5.3	0.0	0.0	0.0	0.0
(1) Yes.	5	10	15	0	1	0	0
	71.4	83.3	78.9	0.0	100.0	0.0	0.0
(2) Not sure	1	2	3	0	0	0	0
	14.3	16.7	15.8	0.0	0.0	0.0	0.0
(3) No	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11. I am presently: Omit. .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(1) employed FULL time in a paid nonmilitary	0	2	2	0	0	0	0
occupation	0.0	16.7	10.5	0.0	0.0	0.0	0.0
(2) employed FULL time in the	1	0	1	0	0	0	0
military service	14.3	0.0	5.3	0.0	0.0	0.0	0.0
(3) employed PART time--not in	0	1	1	0	0	0	0
school	0.0	8.3	5.3	0.0	0.0	0.0	0.0
(4) employed PART while in	3	4	7	0	0	0	0
school	42.9	33.3	36.8	0.0	0.0	0.0	0.0
(5) full-time student--not	2	4	6	0	0	0	0
employed part time	28.6	33.3	31.6	0.0	0.0	0.0	0.0
(6) unemployed, but looking	1	1	2	0	1	0	0
for paid employment. . . .	14.3	8.3	10.5	0.0	100.0	0.0	0.0
(7) unemployed, not looking	0	0	0	0	0	0	0
for paid employment. . . .	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Student Non-Completer Followup

	Male N %	Female N %	Seq N %	IPC N %	SPNS N %	Pool/C N %	Pool/S N %
13. Is this job related to your high school vocational preparation? Omit. .	4	5	9	0	1	0	0
	57.1	41.7	47.4	0.0	100.0	0.0	0.0
(1) Directly related	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(2) Somewhat related	1	2	3	0	0	0	0
	14.3	16.7	15.8	0.0	0.0	0.0	0.0
(3) Not related.	2	5	7	0	0	0	0
	28.6	41.7	36.8	0.0	0.0	0.0	0.0
14. May we contact your supervisor? Omit. .	4	5	9	0	1	0	0
	57.1	41.7	47.4	0.0	100.0	0.0	0.0
(1) No	0	1	1	0	0	0	0
	0.0	8.3	5.3	0.0	0.0	0.0	0.0
(2) Yes.	3	6	9	0	0	0	0
	42.9	50.0	47.4	0.0	0.0	0.0	0.0
15. Do you own or operate your own business? Omit. .	4	5	9	0	1	1	0
	57.1	41.7	47.4	0.0	100.0	100.0	0.0
(1) Yes.	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(2) No	3	7	10	0	0	0	0
	42.9	58.3	52.6	0.0	0.0	0.0	0.0
16. What is your present hourly wage BEFORE DEDUCTIONS?							
Mean. .	3.333	3.143	3.200	0.000	0.000	0.000	0.000
StD. .	0.577	0.378	0.422	0.000	0.000	0.000	0.000
OMIT. .	4	5	9	0	1	0	0
	57.1	41.7	47.4	0.0	100.0	0.0	0.0
(1) Under $2.00 per hour . . .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(2) $2.00 - $2.99 per hour . .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(3) $3.00 - $3.99 per hour . .	2	6	8	0	0	0	0
	28.6	50.0	42.1	0.0	0.0	0.0	0.0
(4) $4.00 - $4.99 per hour . .	1	1	2	0	0	0	0
	14.3	8.3	10.5	0.0	0.0	0.0	0.0
(5) $5.00 - $5.99 per hour . .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(6) $6.00 - $6.99 per hour . .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(7) $7.00 - $7.99 per hour . .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(8) $8.00 - $8.99 per hour . .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(9) Over $9.00 per hour. . . .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Student Non-Completer Followup

	Male N %	Female N %	Seq N %	IPC N %	SPNS N %	Pool/C N %	Pool/S N %
17. How many hours do you work during an average work week? Omit. .	4	5	9	0	1	0	0
	57.1	41.7	47.4	0.0	100.0	0.0	0.0
(1) 20 hours/week or less. . .	2	3	5	0	0	0	0
	28.6	25.0	26.3	0.0	0.0	0.0	0.0
(2) 21-35 hours/week	1	2	3	0	0	0	0
	14.3	16.7	15.8	0.0	0.0	0.0	0.0
(3) 36 hours/week or more. . .	0	2	2	0	0	0	0
	0.0	16.7	10.5	0.0	0.0	0.0	0.0
18. Since leaving high school, I have enrolled for further education in: Omit. .	0	1	1	0	0	0	0
	0.0	8.3	5.3	0.0	0.0	0.0	0.0
(1) another high school. . . .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(2) a vocational school one-year diploma program. . .	0	1	1	0	0	0	0
	0.0	8.3	5.3	0.0	0.0	0.0	0.0
(3) a vocational school two-yr associate degree program .	2	1	3	0	0	0	0
	28.6	8.3	15.8	0.0	0.0	0.0	0.0
(4) a GED (High School Equivalency) program . . .	0	1	1	0	1	0	0
	0.0	8.3	5.3	0.0	100.0	0.0	0.0
(5) evening adult vocational classes.	0	2	2	0	0	0	0
	0.0	16.7	10.5	0.0	0.0	0.0	0.0
(6) an apprenticeship program.	1	1	2	0	0	0	0
	14.3	8.3	10.5	0.0	0.0	0.0	0.0
(7) an in-service or on-the-job training program . . .	1	0	1	0	0	0	0
	14.3	0.0	5.3	0.0	0.0	0.0	0.0
(8) I have not taken any additional training. . . .	1	1	2	0	0	0	0
	14.3	8.3	10.5	0.0	0.0	0.0	0.0
(9) a university	2	7	9	0	0	0	0
	28.6	58.3	47.4	0.0	0.0	0.0	0.0

C1

One-Year Employer Follow-up

1986-1987 Annual Composite Report, Cycle 2, Year 4

Table C1, Page C1.1

Employer - One-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
5. Sex Omit	1 0.1	0 0.0	1 0.4	0 0.0	0 0.0	0 0.0	0 0.0
Male	331 42.9	55 87.3	26 10.1	1 5.6	9 11.3	203 93.1	14 17.9
Female	440 57.0	8 12.7	230 89.5	17 94.4	71 88.8	15 6.9	64 82.1

	Total MEAN StD	AG M StD	BE M StD	HO M StD	HE M StD	TE M StD	ME M StD
6. Technical knowledge.	3.670 0.919	3.689 0.975	3.745 0.906	3.438 0.892	3.560 0.809	3.588 0.913	3.671 0.929
7. Work attitude.	4.056 0.955	4.113 0.851	4.112 0.998	3.778 1.060	4.013 0.954	4.000 0.887	4.079 0.977
8. Work quality	3.963 0.925	4.000 0.789	4.044 0.926	3.500 1.043	3.873 0.952	3.906 0.929	3.974 0.879
9. Work quantity (output)	3.858 0.949	3.774 0.948	3.964 0.964	3.444 0.984	3.722 0.946	3.775 0.935	3.960 0.861

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
10. What is the overall rating of training received by this individual as it relates to the requirements of his or her job? Omit	34 4.4	3 4.8	11 4.3	4 22.2	3 3.8	10 4.6	1 1.3
(1) Very Poor	5 0.6	0 0.0	3 1.2	0 0.0	0 0.0	1 0.5	0 0.0
(2) Poor.	19 2.5	1 1.6	4 1.6	2 11.1	3 3.8	7 3.2	1 1.3
(3) Acceptable.	159 20.6	14 22.2	45 17.5	4 22.2	23 28.8	49 22.5	11 14.1
(4) Good.	360 46.6	29 46.0	119 46.3	6 33.3	37 46.3	103 47.2	44 56.4
(5) Very Good	195 25.3	16 25.4	75 29.2	2 11.1	14 17.5	48 22.0	21 26.9

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table C1, Page C1.2
Employer - One-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
11. How would you rate this employee's preparation in relation to other employees who did not receive such training?							
(0) No basis for comparison-Omit. .	167 21.6	14 22.2	58 22.6	8 44.4	19 23.8	47 21.6	9 11.5
(1) Individual is less prepared . .	31 4.0	1 1.6	12 4.7	1 5.6	3 3.8	9 4.1	3 3.8
(3) Both are about the same	215 27.8	15 23.8	67 26.1	5 27.8	29 36.3	56 25.7	27 34.6
(5) Individual is better prepared .	359 46.5	33 52.4	120 46.7	5 27.8	29 36.3	105 48.2	39 50.0
12. From past experiences, would you prefer to hire persons who have had high school vocational training? Omit	21 2.7	2 3.2	9 3.5	1 5.6	0 0.0	7 3.2	1 1.3
(1) No preference	122 15.8	6 9.5	43 16.7	4 22.2	18 22.5	28 12.8	9 11.5
(2) Some preference	354 45.9	35 55.6	110 42.8	7 38.9	35 43.8	102 46.8	35 44.9
(3) A good deal of preference . . .	275 35.6	20 31.7	95 37.0	6 33.3	27 33.8	81 37.2	33 42.3
13. What has been this employee's attitude toward on-the-job training? Omit	14 1.8	0 0.0	7 2.7	1 5.6	0 0.0	5 2.3	1 1.3
(1) No training has been offered. .	24 3.1	3 4.8	10 3.9	0 0.0	4 5.0	6 2.8	0 0.0
(2) Negative, resists training. . .	4 0.5	0 0.0	1 0.4	1 5.6	0 0.0	2 0.9	0 0.0
(3) Acceptant, but needs prodding .	101 13.1	8 12.7	34 13.2	2 11.1	12 15.0	27 12.4	8 10.3
(4) Positive, willing to learn. . .	410 53.1	37 58.7	113 44.0	13 72.2	47 58.8	121 55.5	49 62.8
(5) Very positive, eager to learn .	219 28.4	15 23.8	92 35.8	1 5.6	17 21.3	57 26.1	20 25.6

Table C1, Page C1.3
Employer - One-Year Followup

	Total MEAN StD	AG M StD	BE M StD	HO M StD	HE M StD	TE M StD	ME M StD
15. Reading.	3.975	3.891	4.078	4.250	3.887	3.766	4.069
	0.914	0.956	0.923	0.866	0.889	0.895	0.793
16. Spelling	3.844	3.709	3.981	4.000	3.644	3.635	4.000
	0.980	0.875	0.981	0.877	1.013	0.947	0.910
17. Arithmetic (math).	3.845	3.661	3.962	4.000	3.596	3.680	3.960
	0.943	0.920	0.965	0.756	1.050	0.873	0.877
18. Writing.	3.809	3.564	3.902	4.000	3.767	3.563	4.080
	0.960	0.996	0.950	0.816	1.047	0.895	0.834
19. Speaking	3.837	3.710	3.878	3.824	3.797	3.692	4.026
	0.951	0.982	0.970	0.951	0.965	0.879	0.888
20. Listening.	3.823	3.683	3.904	3.667	3.747	3.709	3.909
	0.982	1.029	0.997	1.237	1.001	0.867	0.976
21. Use of tools and equipment . . .	3.798	3.900	3.852	3.438	3.520	3.782	3.932
	0.915	0.951	0.929	0.964	0.844	0.914	0.782
22. Selection and care of space, materials, and supplies.	3.761	3.667	3.841	3.600	3.590	3.718	3.878
	0.888	0.823	0.923	0.910	0.797	0.900	0.810
23. Ability to work with co-workers.	4.064	4.000	4.101	3.500	4.025	4.038	4.103
	0.893	0.861	0.907	1.200	0.871	0.888	0.831
24. Accepting advice and supervision.	3.991	3.903	4.032	3.722	3.900	3.952	4.103
	0.952	0.936	0.999	0.958	0.880	0.927	0.891
25. Working in a leadership role if applicable	3.501	3.750	3.595	2.889	3.200	3.407	3.638
	1.084	1.007	1.065	1.364	1.049	1.131	0.892
26. Understanding the value and importance of work	3.804	3.873	3.912	3.529	3.588	3.711	3.846
	1.009	1.085	1.008	0.874	1.015	0.984	0.968
27. Prompt and dependable in attendance	4.151	3.921	4.274	4.000	4.063	4.085	4.051
	0.990	1.036	0.986	1.085	0.946	0.992	1.068
28. Willing to accept and perform tasks.	4.104	4.016	4.175	3.889	3.938	4.057	4.156
	0.934	0.959	0.983	1.023	0.905	0.926	0.859
29. Ability to plan and direct own work	3.583	3.607	3.598	3.000	3.434	3.507	3.836
	1.049	1.021	1.068	1.155	1.063	1.050	0.928
30. Ability to make sound decisions.	3.542	3.567	3.577	3.059	3.333	3.512	3.662
	0.991	1.031	0.998	1.029	0.905	0.982	0.983
31. Shows consideration and kindness towards others	4.127	4.095	4.192	4.000	4.113	4.019	4.218
	0.887	0.856	0.929	0.970	0.857	0.855	0.847
32. Neat, clean, and appropriate appearance	4.237	4.143	4.329	4.167	4.238	4.094	4.260
	0.890	0.948	0.883	0.857	0.903	0.877	0.894

Table C1, Page C1.4
Employer - One-Year Followup

	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
33. In which of the following ways does your business work with secondary schools to support vocational education? (Please check all that apply) Omit	362	35	114	6	36	122	26
	46.9	55.6	44.4	33.3	45.0	56.0	33.3
(1) Suggesting new vocational courses	80	6	30	2	14	18	6
	10.4	9.5	11.7	11.1	17.5	8.3	7.7
(2) Recommending equipment and materials to be used.	82	6	22	2	12	28	7
	10.6	9.5	8.6	11.1	15.0	12.8	9.0
(3) Providing equipment and materials	83	11	15	6	6	35	6
	10.8	17.5	5.8	33.3	7.5	16.1	7.7
(4) Providing facilities.	122	9	38	12	11	27	14
	15.8	14.3	14.8	66.7	13.8	12.4	17.9
(5) Providing vocational students with work experience.	309	16	109	8	36	69	43
	40.0	25.4	42.4	44.4	45.0	31.7	55.1
(6) Serving on advisory committees.	126	8	42	6	10	33	15
	16.3	12.7	16.3	33.3	12.5	15.1	19.2
(7) Providing teachers with work experience.	33	1	11	1	4	8	3
	4.3	1.6	4.3	5.6	5.0	3.7	3.8
(8) Recommending vocational teachers.	13	1	5	1	2	1	2
	1.7	1.6	1.9	5.6	2.5	0.5	2.6
(9) Releasing employees to teach vocational courses.	42	3	13	1	5	11	5
	5.4	4.8	5.1	5.6	6.3	5.0	6.4
34. In which of the following ways does your business work with secondary schools to support vocational education? Omit	679	58	230	13	68	194	65
	88.0	92.1	89.5	72.2	85.0	89.0	83.3
(1) Funding/donations	59	2	20	1	7	17	7
	7.6	3.2	7.8	5.6	8.8	7.8	9.0
(2) Other	35	3	8	4	5	7	6
	4.5	4.8	3.1	22.2	6.3	3.2	7.7

Table C1, Page C1.5
Employer - One-Year Followup

Rating Key:
5 = Well Prepared
3 = Adequately Prepared
1 = Not at all Prepared

	Total N %	Seq N %	IPC N %	GE N %	SPNS N %
5. Sex Omit	1 0.1	0 0.0	1 0.2	0 0.0	0 0.0
Male	331 42.9	112 37.2	196 47.5	23 39.7	38 54.3
Female	440 57.0	189 62.8	216 52.3	35 60.3	32 45.7

	Total Mean StD	Seq M StD	IPC M StD	GE M StD	SPNS M StD
6. Technical knowledge	3.670 0.919	3.539 0.945	3.739 0.871	3.855 1.044	3.515 0.938
7. Work attitude	4.056 0.955	4.027 1.025	4.074 0.885	4.070 1.067	3.913 1.025
8. Work quality	3.963 0.925	3.925 0.995	3.980 0.860	4.035 0.999	3.884 0.867
9. Work quantity (output)	3.858 0.949	3.800 1.016	3.881 0.892	3.982 0.991	3.739 0.918

	Total N %	Seq N %	IPC N %	GE N %	SPNS N %
10. What is the overall rating of training received by this individual as it relates to the requirements of his or her job? Omit	34 4.4	20 6.6	12 2.9	2 3.4	4 5.7
(1) Very Poor	5 0.6	3 1.0	1 0.2	1 1.7	0 0.0
(2) Poor	19 2.5	8 2.7	10 2.4	1 1.7	2 2.9
(3) Acceptable	159 20.6	65 21.6	81 19.6	13 22.4	20 28.6
(4) Good	360 46.6	142 47.2	196 47.5	22 37.9	29 41.4
(5) Very Good	195 25.3	63 20.9	113 27.4	19 32.8	15 21.4

Employer - One-Year Followup

	Total N %	Seq N %	IPC N %	GE N %	SPNS N %
11. How would you rate this employee's preparation in relation to other employees who did not receive such training?					
(0) No basis for comparison-Omit. . .	167	72	83	12	18
	21.6	23.9	20.1	20.7	25.7
(1) Individual is less prepared . . .	31	14	15	2	7
	4.0	4.7	3.6	3.4	10.0
(3) Both are about the same	215	96	103	16	17
	27.8	31.9	24.9	27.6	24.3
(5) Individual is better prepared . .	359	119	212	28	28
	46.5	39.5	51.3	48.3	40.0
12. From past experiences, would you prefer to hire persons who have had high school vocational training? Omit	21	13	7	1	3
	2.7	4.3	1.7	1.7	4.3
(1) No preference	122	62	46	14	11
	15.8	20.6	11.1	24.1	15.7
(2) Some preference	354	141	183	30	33
	45.9	46.8	44.3	51.7	47.1
(3) A good deal of preference	275	85	177	13	23
	35.6	28.2	42.9	22.4	32.9
13. What has been this employee's attitude toward on-the-job training? Omit	14	7	7	0	0
	1.8	2.3	1.7	0.0	0.0
(1) No training has been offered. . .	24	6	17	1	4
	3.1	2.0	4.1	1.7	5.7
(2) Negative, resists training. . . .	4	2	2	0	1
	0.5	0.7	0.5	0.0	1.4
(3) Acceptant, but needs prodding . .	101	48	43	10	10
	13.1	15.9	10.4	17.2	14.3
(4) Positive, willing to learn. . . .	410	148	232	30	41
	53.1	49.2	56.2	51.7	58.6
(5) Very positive, eager to learn . .	219	90	112	17	14
	28.4	29.9	27.1	29.3	20.0

Table C1, Page C1.7
Employer - One-Year Followup

	Total Mean StD	Seq M StD	IPC M StD	GE M StD	SPNS M StD
15. Reading.	3.975 0.914	4.008 0.972	3.910 0.854	4.260 0.965	3.724 0.951
16. Spelling	3.844 0.980	3.884 1.038	3.783 0.912	4.083 1.127	3.566 1.047
17. Arithmetic (math).	3.845 0.943	3.864 1.022	3.775 0.873	4.245 0.925	3.556 0.965
18. Writing.	3.809 0.960	3.799 1.009	3.775 0.905	4.100 1.055	3.661 0.959
19. Speaking	3.837 0.951	3.838 0.985	3.797 0.903	4.103 1.071	3.734 0.947
20. Listening.	3.823 0.982	3.792 1.003	3.811 0.947	4.052 1.099	3.742 1.042
21. Use of tools and equipment	3.798 0.915	3.736 0.957	3.839 0.871	3.811 1.001	3.742 0.933
22. Selection and care of space, materials, and supplies.	3.761 0.888	3.678 0.933	3.815 0.842	3.792 0.948	3.576 0.878
23. Ability to work with co-workers. .	4.064 0.893	4.062 0.943	4.039 0.862	4.241 0.844	3.986 0.947
24. Accepting advice and supervision .	3.991 0.952	4.000 1.002	3.968 0.905	4.103 1.021	3.956 0.969
25. Working in a leadership role if applicable	3.501 1.084	3.433 1.177	3.542 0.998	3.558 1.181	3.480 1.092
26. Understanding the value and importance of work	3.804 1.009	3.769 1.084	3.813 0.945	3.929 1.059	3.686 1.071
27. Prompt and dependable in attendance	4.151 0.990	4.169 1.054	4.100 0.965	4.414 0.773	4.086 1.032
28. Willing to accept and perform tasks.	4.104 0.934	4.081 1.015	4.094 0.889	4.293 0.795	3.943 1.062
29. Ability to plan and direct own work	3.583 1.049	3.493 1.079	3.618 1.027	3.804 1.017	3.406 1.080
30. Ability to make sound decisions. .	3.542 0.991	3.456 1.032	3.576 0.953	3.737 1.009	3.349 1.080
31. Shows consideration and kindness towards others	4.127 0.887	4.139 0.944	4.106 0.840	4.207 0.913	4.101 0.972
32. Neat, clean, and appropriate appearance	4.237 0.890	4.291 0.922	4.167 0.867	4.448 0.841	3.986 1.070

Table C1, Page C1.8
Employer - One-Year Followup

	Total N %	Seq N %	IPC N %	GE N %	SPNS N %
33. In which of the following ways does your business work with secondary schools to support vocational education? (Please check all that apply) Omit	362 46.9	147 48.8	192 46.5	23 39.7	36 51.4
(1) Suggesting new vocational courses	80 10.4	26 8.6	50 12.1	4 6.9	6 8.6
(2) Recommending equipment and materials to be used.	82 10.6	26 8.6	51 12.3	5 8.6	11 15.7
(3) Providing equipment and materials	83 10.8	22 7.3	57 13.8	4 6.9	10 14.3
(4) Providing facilities.	122 15.8	39 13.0	72 17.4	11 19.0	11 15.7
(5) Providing vocational students with work experience.	309 40.0	116 38.5	165 40.0	28 48.3	25 35.7
(6) Serving on advisory committees.	126 16.3	35 11.6	79 19.1	12 20.7	10 14.3
(7) Providing teachers with work experience.	33 4.3	13 4.3	15 3.6	5 8.6	2 2.9
(8) Recommending vocational teachers.	13 1.7	6 2.0	6 1.5	1 1.7	1 1.4
(9) Releasing employees to teach vocational courses.	42 5.4	12 4.0	26 6.3	4 6.9	3 4.3
34. In which of the following ways does your business work with secondary schools to support vocational education? Omit	679 88.0	264 87.7	364 88.1	51 87.9	66 94.3
(1) Funding/donations	59 7.6	21 7.0	33 8.0	5 8.6	1 1.4
(2) Other	35 4.5	16 5.3	17 4.1	2 3.4	3 4.3

1986-1987 Annual Composite Report, Cycle 2, Year 4

Table C1, Page C1.9

Employer - One-Year Followup

	Male N %	Female N %	Pool/C N %	Pool/S N %
5. Sex Omit	0	0	0	0
	0.0	0.0	0.0	0.0
Male	331	0	0	0
	100.0	0.0	0.0	0.0
Female	0	440	0	0
	0.0	100.0	0.0	0.0

	Male M StD	Female M StD	Pool/C M StD	Pool/S M StD
6. Technical knowledge.	3.638	3.694	0.000	0.000
	0.933	0.909	0.000	0.000
7. Work attitude.	4.019	4.081	0.000	0.000
	0.910	0.987	0.000	0.000
8. Work quality	3.919	3.995	0.000	0.000
	0.954	0.903	0.000	0.000
9. Work quantity (output)	3.776	3.918	0.000	0.000
	0.957	0.941	0.000	0.000

	Male N %	Female N %	Pool/C N %	Pool/S N %
10. What is the overall rating of training received by this individual as it relates to the requirements of his or her job? Omit	16	18	0	0
	4.8	4.1	0.0	0.0
(1) Very Poor	2	3	0	0
	0.6	0.7	0.0	0.0
(2) Poor.	13	6	0	0
	3.9	1.4	0.0	0.0
(3) Acceptable.	73	86	0	0
	22.1	19.5	0.0	0.0
(4) Good.	145	214	0	0
	43.8	48.6	0.0	0.0
(5) Very Good	82	113	0	0
	24.8	25.7	0.0	0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table C1, Page C1.10
Employer - One-Year Followup

	Male N %	Female N %	Pool/C N %	Pool/S N %
11. How would you rate this employee's preparation in relation to other employees who did not receive such training?				
(0) No basis for comparison-Omit. .	74	93	0	0
	22.4	21.1	0.0	0.0
(1) Individual is less prepared . .	12	19	0	0
	3.6	4.3	0.0	0.0
(3) Both are about the same	82	133	0	0
	24.8	30.2	0.0	0.0
(5) Individual is better prepared .	162	196	0	0
	48.9	44.5	0.0	0.0
12. From past experiences, would you prefer to hire persons who have had high school vocational training? Omit	11	10	0	0
	3.3	2.3	0.0	0.0
(1) No preference	47	75	0	0
	14.2	17.0	0.0	0.0
(2) Some preference	154	200	0	0
	46.5	45.5	0.0	0.0
(3) A good deal of preference . . .	119	155	0	0
	36.0	35.2	0.0	0.0
13. What has been this employee's attitude toward on-the-job training? Omit	7	7	0	0
	2.1	1.6	0.0	0.0
(1) No training has been offered. .	11	13	0	0
	3.3	3.0	0.0	0.0
(2) Negative, resists training. . .	3	1	0	0
	0.9	0.2	0.0	0.0
(3) Acceptant, but needs prodding .	38	63	0	0
	11.5	14.3	0.0	0.0
(4) Positive, willing to learn. . .	183	226	0	0
	55.3	51.4	0.0	0.0
(5) Very positive, eager to learn .	89	130	0	0
	26.9	29.5	0.0	0.0

Table C1, Page C1.11

Employer - One-Year Followup

	Male M StD	Female M StD	Pool/C M StD	Pool/S M StD
15. Reading.	3.798	4.102	0.000	0.000
	0.975	0.844	0.000	0.000
16. Spelling	3.649	3.981	0.000	0.000
	0.974	0.960	0.000	0.000
17. Arithmetic (math).	3.708	3.947	0.000	0.000
	0.943	0.931	0.000	0.000
18. Writing.	3.580	3.970	0.000	0.000
	0.944	0.938	0.000	0.000
19. Speaking	3.698	3.940	0.000	0.000
	0.929	0.957	0.000	0.000
20. Listening.	3.725	3.892	0.000	0.000
	0.958	0.994	0.000	0.000
21. Use of tools and equipment	3.823	3.775	0.000	0.000
	0.909	0.919	0.000	0.000
22. Selection and care of space, materials, and supplies.	3.683	3.817	0.000	0.000
	0.896	0.877	0.000	0.000
23. Ability to work with co-workers.	4.056	4.067	0.000	0.000
	0.853	0.922	0.000	0.000
24. Accepting advice and supervision.	3.972	4.002	0.000	0.000
	0.939	0.962	0.000	0.000
25. Working in a leadership role if applicable	3.504	3.497	0.000	0.000
	1.099	1.074	0.000	0.000
26. Understanding the value and importance of work	3.761	3.834	0.000	0.000
	1.002	1.014	0.000	0.000
27. Prompt and dependable in attendance	4.089	4.195	0.000	0.000
	0.976	0.999	0.000	0.000
28. Willing to accept and perform tasks.	4.065	4.132	0.000	0.000
	0.927	0.940	0.000	0.000
29. Ability to plan and direct own work	3.529	3.620	0.000	0.000
	1.067	1.035	0.000	0.000
30. Ability to make sound decisions.	3.511	3.564	0.000	0.000
	1.007	0.980	0.000	0.000
31. Shows consideration and kindness towards others	4.037	4.192	0.000	0.000
	0.877	0.890	0.000	0.000
32. Neat, clean, and appropriate appearance	4.090	4.347	0.000	0.000
	0.938	0.838	0.000	0.000

Employer - One-Year Followup

Rating Key: 5 = Well Prepared
3 = Adequately Prepared
1 = Not at all Prepared

	Male N %	Female N %	Pool/C N %	Pool/S N %
33. In which of the following ways does your business work with secondary schools to support vocational education? (Please check all that apply) Omit	177 53.5	185 42.0	0 0.0	0 0.0
(1) Suggesting new vocational courses	29 8.8	51 11.6	0 0.0	0 0.0
(2) Recommending equipment and materials to be used.	38 11.5	43 9.8	0 0.0	0 0.0
(3) Providing equipment and and materials	51 15.4	32 7.3	0 0.0	0 0.0
(4) Providing facilities.	48 14.5	74 16.8	0 0.0	0 0.0
(5) Providing vocational students with work experience.	108 32.6	200 45.5	0 0.0	0 0.0
(6) Serving on advisory committees.	52 15.7	74 16.8	0 0.0	0 0.0
(7) Providing teachers with work experience.	14 4.2	19 4.3	0 0.0	0 0.0
(8) Recommending vocational teachers.	2 0.6	11 2.5	0 0.0	0 0.0
(9) Releasing employees to teach vocational courses.	22 6.6	20 4.5	0 0.0	0 0.0
34. In which of the following ways does your business work with secondary schools to support vocational education? Omit	293 88.5	385 87.5	0 0.0	0 0.0
(1) Funding/donations	26 7.9	33 7.5	0 0.0	0 0.0
(2) Other	12 3.6	23 5.2	0 0.0	0 0.0

C2

Five-Year Employer Follow-up

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table C2, Page C2.1
Employer - Five-Year Followup

	Program Areas						
	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
Omit. . .	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
5. Sex							
(1) Male	153 49.4	34 77.3	7 8.0	0 0.0	1 3.6	91 95.8	4 33.3
(2) Female	157 50.6	10 22.7	81 92.0	5 100.0	27 96.4	4 4.2	8 66.7

	Program Areas						
	Total M StD	AG M StD	BE M StD	HO M StD	HE M StD	TE M StD	ME M StD
6. Technical knowledge.	3.892 0.914	3.791 1.036	3.881 0.987	4.200 0.837	3.885 0.993	3.787 0.761	4.500 0.522
7. Work attitude.	4.247 0.865	4.000 0.951	4.273 0.840	4.200 1.304	4.423 0.758	4.194 0.912	4.500 0.522
8. Work quality	4.122 0.880	4.070 0.856	4.057 0.914	4.200 1.304	4.231 0.765	4.097 0.933	4.417 0.515
9. Work quantity (output)	4.120 0.909	4.048 1.011	4.149 0.909	4.400 0.894	4.115 0.993	4.000 0.889	4.417 0.515

	Program Areas						
	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
10. From past experience, would you prefer to hire persons who have had high school vocational training? Omit. . .	7 2.3	0 0.0	0 0.0	1 20.0	1 3.6	3 3.2	0 0.0
(1) No preference.	75 24.2	14 31.8	24 27.3	1 20.0	3 10.7	19 20.0	1 8.3
(2) Some preference.	117 37.7	22 50.0	30 34.1	1 20.0	11 39.3	35 36.8	5 41.7
(3) A good deal of preference.	111 35.8	8 18.2	34 38.6	2 40.0	13 46.4	38 40.0	6 50.0

1986-1987 Annual Composite Report, Cycle 2, Year 4

Table C2, Page C2.2
Employer - Five-Year Followup

	Total M StD	AG M StD	BE M StD	HO M StD	HE M StD	TE M StD	ME M StD
11. Reading.	4.151	4.000	4.267	4.200	4.227	4.000	4.545
	0.874	0.866	0.832	1.304	0.813	0.908	0.688
12. Spelling	3.974	3.778	4.160	4.000	4.000	3.775	4.500
	0.988	0.989	0.928	1.414	1.128	1.006	0.674
13. Arithmetic (math).	4.074	3.892	4.228	4.400	4.182	3.926	4.417
	0.931	1.022	0.862	1.342	0.958	0.905	0.793
14. Writing.	3.875	3.703	4.063	4.400	4.043	3.671	4.000
	0.966	0.996	0.932	1.342	0.976	0.930	1.044
15. Speaking	3.890	3.605	3.920	4.400	4.222	3.787	4.250
	0.942	0.877	0.997	1.342	0.801	0.910	0.754
16. Listening.	3.984	3.581	4.068	4.400	4.286	3.879	4.167
	0.922	0.879	0.944	1.342	0.810	0.929	0.718
17. Use of tools and equipment . .	4.134	4.093	4.074	4.200	4.231	4.189	4.091
	0.861	0.868	0.972	1.095	0.815	0.820	0.831
18. Selection and care of space, materials and supplies	4.003	3.907	4.072	3.800	4.231	3.886	4.167
	0.886	0.811	0.985	1.304	0.765	0.915	0.835
19. Ability to work with co-workers	4.312	4.186	4.299	4.600	4.429	4.333	4.083
	0.797	0.824	0.851	0.894	0.690	0.764	0.793
20. Accepting advice and supervision	4.189	3.952	4.310	4.200	4.321	4.121	4.083
	0.899	0.882	0.867	0.837	0.905	0.964	0.900
21. Working in a leadership role if applicable	3.707	3.639	3.667	3.800	3.769	3.642	4.091
	1.094	1.125	1.057	1.789	1.275	1.088	0.944
22. Understanding the value and importance of work	4.166	4.047	4.253	4.000	4.214	4.044	4.333
	0.892	0.950	0.852	1.225	0.876	0.965	0.651
23. Prompt and dependable in attendance	4.330	4.140	4.459	4.400	4.714	4.121	4.333
	0.951	1.014	0.920	1.342	0.535	1.073	0.888
24. Willing to accept and perform tasks.	4.397	4.209	4.430	4.400	4.464	4.411	4.333
	0.830	0.940	0.888	0.894	0.793	0.792	0.778
25. Ability to plan and direct own work	3.953	3.814	4.035	4.400	3.964	3.789	4.250
	0.975	1.118	0.969	0.894	1.036	0.930	0.754
26. Ability to make sound decisions.	3.876	3.786	3.872	4.400	3.857	3.876	4.250
	0.947	0.976	0.968	1.342	1.008	0.902	0.866
27. Shows consideration and kindness towards others.	4.311	4.116	4.448	4.400	4.536	4.132	4.333
	0.841	0.793	0.789	1.342	0.637	0.933	0.778
28. Appropriate appearance and dress.	4.288	4.302	4.368	4.400	4.464	4.110	4.333
	0.859	0.773	0.904	1.342	0.693	0.900	0.651

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table C2, Page C2.3
Employer - Five-Year Followup

	Program Areas						
	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
29. In which of the following ways does your business work with secondary schools to support vocational education? (Check all that apply) Omit. . .	120	14	39	1	12	35	4
	38.7	31.8	44.3	20.0	42.9	36.8	33.3
(1) Suggesting new vocational	51	9	11	0	6	19	1
courses.	16.5	20.5	12.5	0.0	21.4	20.0	8.3
(2) Recommending equipment and	36	7	5	0	4	14	2
materials to be used . . .	11.6	15.9	5.7	0.0	14.3	14.7	16.7
(3) Providing equipment and	46	7	8	2	3	22	0
materials.	14.8	15.9	9.1	40.0	10.7	23.2	0.0
(4) Providing facilities . . .	48	6	13	2	4	18	0
	15.5	13.6	14.8	40.0	14.3	18.9	0.0
(5) Providing vocational stu-	130	21	35	4	10	38	7
dents with work experience	41.9	47.7	39.8	80.0	35.7	40.0	58.3
(6) Serving on advisory com-	77	13	17	1	10	26	2
mittee	24.8	29.5	19.3	20.0	35.7	27.4	16.7
(7) Providing teachers with	34	7	7	0	3	12	0
work experiences	11.0	15.9	8.0	0.0	10.7	12.6	0.0
(8) Releasing employers to teach	33	4	14	0	1	10	0
vocational courses	10.6	9.1	15.9	0.0	3.6	10.5	0.0
(9) Funding/donations.	50	10	12	0	2	20	0
	16.1	22.7	13.6	0.0	7.1	21.1	0.0

AG = Agriculture HO = Health Occupations TE = Technology Education
BE = Business Education HE = Home Economics ME = Marketing Education

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
Omit. . .	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0
5. Sex						
(1) Male	49	88	16	8	153	0
	38.0	61.5	42.1	57.1	100.0	0.0
(2) Female	80	55	22	6	0	157.0
	62.0	38.5	57.9	42.9	0.0	100.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table C2, Page C2.4
Employer - Five-Year Followup

	SEQ M StD	IPC M StD	GE M StD	SPNS M StD	M M StD	F M StD
6. Technical knowledge.	3.893	3.848	4.054	3.357	3.800	3.980
	0.947	0.879	0.941	0.745	0.910	0.913
7. Work attitude.	4.222	4.227	4.405	4.214	4.128	4.361
	0.884	0.873	0.762	0.802	0.910	0.805
8. Work quality	4.071	4.142	4.216	3.929	4.081	4.161
	0.948	0.833	0.821	0.730	0.897	0.864
9. Work quantity (output)	4.040	4.144	4.297	3.786	4.048	4.188
	0.945	0.881	0.878	0.802	0.894	0.920

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
10. From past experience, would you prefer to hire persons who have had high school vocational training? Omit. . .	4	1	2	0	3	4
	3.1	0.7	5.3	0.0	2.0	2.5
(1) No preference.	37	25	13	1	34	41
	28.7	17.5	34.2	7.1	22.2	26.1
(2) Some preference.	43	61	13	7	63	54
	33.3	42.7	34.2	50.0	41.2	34.4
(3) A good deal of preference.	45	56	10	6	53	58
	34.9	39.2	26.3	42.9	34.6	36.9

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

1986-1987 Annual Composite Report, Cycle 2, Year 4

Table C2, Page C2.5
Employer - Five-Year Followup

	SEQ M StD	IPC M StD	GE M StD	SPNS M StD	M M StD	F M StD
11. Reading.	4.237	4.065	4.176	3.818	4.047	4.245
	0.895	0.843	0.904	0.982	0.891	0.849
12. Spelling	4.055	3.898	4.000	3.500	3.779	4.158
	1.030	0.966	0.935	1.000	1.010	0.935
13. Arithmetic (math).	4.193	3.984	4.030	3.545	3.940	4.206
	0.897	0.943	0.984	1.036	0.935	0.912
14. Writing.	3.991	3.772	3.875	3.615	3.629	4.108
	0.954	0.977	0.942	1.044	0.936	0.938
15. Speaking	3.968	3.800	3.972	4.000	3.681	4.083
	0.971	0.907	0.971	1.038	0.936	0.908
16. Listening.	4.032	3.894	4.167	4.000	3.767	4.185
	0.963	0.900	0.845	0.961	0.902	0.897
17. Use of tools and equipment . .	4.117	4.154	4.111	4.357	4.118	4.149
	0.909	0.851	0.747	0.745	0.881	0.844
18. Selection and care of space, materials and supplies	4.025	3.971	4.056	3.846	3.839	4.160
	1.004	0.828	0.674	1.068	0.909	0.836
19. Ability to work with co-workers	4.268	4.331	4.389	4.214	4.267	4.355
	0.821	0.778	0.803	0.802	0.773	0.820
20. Accepting advice and supervision	4.161	4.191	4.278	4.286	4.082	4.292
	0.940	0.886	0.815	0.914	0.910	0.878
21. Working in a leadership role if applicable	3.675	3.700	3.844	3.417	3.712	3.701
	1.141	1.082	0.987	1.165	1.116	1.076
22. Understanding the value and importance of work	4.081	4.197	4.333	4.000	4.054	4.271
	0.984	0.836	0.756	0.961	0.949	0.824
23. Prompt and dependable in attendance	4.325	4.298	4.472	4.429	4.158	4.494
	1.012	0.954	0.696	0.938	0.994	0.880
24. Willing to accept and perform tasks.	4.341	4.426	4.472	4.357	4.336	4.455
	0.922	0.777	0.696	0.842	0.833	0.825
25. Ability to plan and direct own work	3.935	3.914	4.167	3.714	3.815	4.085
	1.034	0.936	0.910	1.139	0.990	0.946

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table C2, Page C2.6
Employer - Five-Year Followup

	SEQ M StD	IPC M StD	GE M StD	SPNS M StD	M M StD	F M StD
26. Ability to make sound decisions.	3.805 0.997	3.957 0.908	3.806 0.920	3.571 1.016	3.840 0.936	3.909 0.959
27. Shows consideration and kindness towards others.	4.274 0.877	4.303 0.825	4.472 0.774	4.214 0.893	4.163 0.868	4.452 0.791
28. Appropriate appearance and dress.	4.250 0.951	4.303 0.781	4.361 0.833	4.000 1.038	4.156 0.874	4.413 0.828

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
29. In which of the following ways does your business work with secondary schools to support vocational education? (Check all that apply) Omit. . .	52 40.3	53 37.1	15 39.5	2 14.3	56 36.6	64 40.8
(1) Suggesting new vocational courses.	21 16.3	25 17.5	5 13.2	2 14.3	32 20.9	19 12.1
(2) Recommending equipment and materials to be used . . .	15 11.6	17 11.9	4 10.5	0 0.0	22 14.4	14 8.9
(3) Providing equipment and materials.	20 15.5	22 15.4	4 10.5	2 14.3	29 19.0	17 10.8
(4) Providing facilities . . .	22 17.1	21 14.7	5 13.2	3 21.4	23 15.0	25 15.9
(5) Providing vocational students with work experience	57 44.2	58 40.6	15 39.5	5 35.7	65 42.5	65 41.4
(6) Serving on advisory committee	30 23.3	39 27.3	8 21.1	7 50.0	41 26.8	36 22.9
(7) Providing teachers with work experiences	9 7.0	20 14.0	5 13.2	1 7.1	20 13.1	14 8.9
(8) Releasing employers to teach vocational courses	11 8.5	18 12.6	4 10.5	4 28.6	13 8.5	20 12.7
(9) Funding/donations.	19 14.7	25 17.5	6 15.8	1 7.1	32 20.9	18 11.5

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

SEQ = Sequence
IPC = Instructional Program Component
GE = General Education
SPNS = Special Needs
M = Male
F = Female

C3

Ten-Year Employer Follow-up

1986-1987 Annual Composite Report, Cycle 2, Year 4

Table C3, Page C3.1
Employer - Ten-Year Followup

Rating Scale
5 = Well Prepared
3 = Adequately Prepared
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	Program Areas						
	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
5. Sex Omit. . .	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(1) Male	65	12	12	0	3	29	0
	43.6	92.3	25.0	0.0	16.7	93.5	0.0
(2) Female	84	1	36	3	15	2	4
	56.4	7.7	75.0	100.0	83.3	6.5	100.0

	Program Areas						
	Total M StD	AG M StD	BE M StD	HO M StD	HE M StD	TE M StD	ME M StD
6. Technical knowledge.	3.993	3.538	4.156	4.000	3.722	3.871	3.500
	0.958	1.050	0.824	1.000	1.074	1.088	0.577
7. Work attitude.	4.313	4.462	4.522	4.000	4.000	4.097	4.500
	0.920	0.776	0.722	1.000	1.029	1.221	0.577
8. Work quality	4.363	4.308	4.609	4.500	4.111	4.194	4.000
	0.778	0.630	0.649	0.707	0.832	0.946	0.816
9. Work quantity (output)	4.274	3.923	4.500	4.500	4.111	4.129	4.000
	0.851	0.862	0.753	0.707	0.900	1.056	0.816

	Program Areas						
	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
10. From past experiences, would you prefer to hire persons who have had high school vocational training? Omit. . .	8	0	4	0	0	2	0
	5.4	0.0	8.3	0.0	0.0	6.5	0.0
(1) No preference.	31	4	12	0	4	5	1
	20.8	30.8	25.0	0.0	22.2	16.1	25.0
(2) Some preference.	58	7	15	2	8	13	0
	38.9	53.8	31.3	66.7	44.4	41.9	0.0
(3) A good deal of preference.	52	2	17	1	6	11	3
	34.9	15.4	35.4	33.3	33.3	35.5	75.0

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
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1986-1987 Annual Composite Report, Cycle 2, Year 4

Table C3, Page C3.2

Employer - Ten-Year Followup

	Program Areas						
	Total M StD	AG M StD	BE M StD	HO M StD	HE M StD	TE M StD	ME M StD
11. Reading.	4.223	4.400	4.317	3.500	3.882	4.103	5.000
	0.828	0.699	0.820	0.707	0.857	0.860	0.000
12. Spelling	4.062	4.000	4.220	3.500	3.500	3.833	5.000
	0.978	0.894	1.013	0.707	1.019	1.020	0.000
13. Arithmetic (math).	4.064	4.167	4.119	4.000	3.800	3.857	4.500
	0.922	0.835	0.993	0.000	1.014	0.970	0.707
14. Writing.	3.955	3.917	4.098	3.500	3.467	3.900	4.667
	0.991	0.793	0.889	0.707	1.125	1.062	0.577
15. Speaking	4.014	3.846	4.163	3.333	3.647	3.933	4.667
	0.929	0.689	0.924	0.577	0.931	1.048	0.577
16. Listening.	4.070	3.923	4.227	3.333	3.611	3.933	4.667
	0.909	0.760	0.803	0.577	1.092	1.081	0.577

	Program Areas						
	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
17. Does this employee have the necessary skills and abilities to advance or do various jobs? Omit. . .	4	0	2	0	0	2	0
	2.7	0.0	4.2	0.0	0.0	6.5	0.0
(1) Yes.	137	13	44	3	18	26	4
	91.9	100.0	91.7	100.0	100.0	83.9	100.0
(2) No	8	0	2	0	0	3	0
	5.4	0.0	4.2	0.0	0.0	9.7	0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4

Table C3, Page C3.3
Employer - Ten-Year Followup

Rating Scale
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		Program Areas					
	Total N %	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
18. How many jobs has this employee held with your firm? Omit. . .	6	0	1	0	2	2	0
	4.0	0.0	2.1	0.0	11.1	6.5	0.0
(1) One job.	80	5	31	0	8	16	1
	53.7	38.5	64.6	0.0	44.4	51.6	25.0
(2) Two jobs	38	4	13	3	2	7	1
	25.5	30.8	27.1	100.0	11.1	22.6	25.0
(3) Three jobs	12	2	1	0	3	3	1
	8.1	15.4	2.1	0.0	16.7	9.7	25.0
(4) Four jobs.	5	1	1	0	1	1	0
	3.4	7.7	2.1	0.0	5.6	3.2	0.0
(5) Five jobs.	3	0	1	0	1	0	1
	2.0	0.0	2.1	0.0	5.6	0.0	25.0
(6) Six - seven jobs	1	1	0	0	0	0	0
	0.7	7.7	0.0	0.0	0.0	0.0	0.0
(7) Eight - ten jobs	1	0	0	0	1	0	0
	0.7	0.0	0.0	0.0	5.6	0.0	0.0
(8) More than ten jobs	3	0	0	0	0	2	0
	2.0	0.0	0.0	0.0	0.0	6.5	0.0
19. How does this employee's skills and abilities compare with non-vocationally trained employees? Omit. . .	17	1	5	0	1	2	1
	11.4	7.7	10.4	0.0	5.6	6.5	25.0
(1) Less prepared.	2	0	0	0	0	2	0
	1.3	0.0	0.0	0.0	0.0	6.5	0.0
(3) About the same	48	7	14	1	10	7	0
	32.2	53.8	29.2	33.3	55.6	22.6	0.0
(5) Better prepared.	82	5	29	2	7	20	3
	55.0	38.5	60.4	66.7	38.9	64.5	75.0
20. How large is your company? Omit. . .	3	0	1	0	0	1	0
	2.0	0.0	2.1	0.0	0.0	3.2	0.0
(1) 1-25 people.	37	6	16	0	3	4	0
	24.8	46.2	33.3	0.0	16.7	12.9	0.0
(2) 26-75 people	26	1	6	0	4	4	1
	17.4	7.7	12.5	0.0	22.2	12.9	25.0
(3) 76-150 people.	21	0	9	1	2	6	0
	14.1	0.0	18.8	33.3	11.1	19.4	0.0
(4) 151-500 people	36	5	11	1	5	5	2
	24.2	38.5	22.9	33.3	27.8	16.1	50.0
(5) 501-1,000 people	5	0	0	0	3	0	0
	3.4	0.0	0.0	0.0	16.7	0.0	0.0
(6) 1,001 or more people . . .	21	1	5	1	1	11	1
	14.1	7.7	10.4	33.3	5.6	35.5	25.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table C3, Page C3.4
Employer - Ten-Year Followup

Rating Scale
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	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
5. Sex Omit. . .	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0
(1) Male.	34	22	9	3	65	0
	43.0	56.4	29.0	27.3	100.0	0.0
(2) Female.	45	17	22	8	0	84
	57.0	43.6	71.0	72.7	0.0	100.0

	SEQ M StD	IPC M StD	GE M StD	SPNS M StD	M M StD	F M StD
6. Technical knowledge.	3.947	3.821	4.323	3.545	3.953	4.024
	0.951	1.023	0.832	1.128	1.045	0.889
7. Work attitude.	4.377	4.128	4.387	3.545	4.359	4.277
	0.844	1.128	0.803	1.440	1.014	0.846
8. Work quality	4.434	4.179	4.419	3.818	4.375	4.354
	0.754	0.854	0.720	1.079	0.807	0.760
9. Work quantity (output)	4.355	4.026	4.387	3.455	4.215	4.321
	0.795	1.038	0.667	1.293	0.944	0.772

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
10. From past experiences, would you prefer to hire persons who have had high school vocational training? Omit. . .	6	0	2	0	5	3
	7.6	0.0	6.5	0.0	7.7	3.6
(1) No preference.	16	10	5	3	12	19
	20.3	25.6	16.1	27.3	18.5	22.6
(2) Some preference.	33	12	13	5	28	30
	41.8	30.8	41.9	45.5	43.1	35.7
(3) A good deal of preference.	24	17	11	3	20	32
	30.4	43.6	35.5	27.3	30.8	38.1

Standard Deviation Key
0 to .60 = Very High Level of Agreement
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Employer - Ten-Year Followup

	SEQ M StD	IPC M StD	GE M StD	SPNS M StD	M M StD	F M StD
11. Reading.	4.203	4.147	4.370	3.800	4.281	4.178
	0.815	0.892	0.792	0.919	0.818	0.839
12. Spelling	4.075	3.800	4.357	3.429	4.049	4.072
	0.958	1.106	0.780	1.134	0.973	0.990
13. Arithmetic (math).	4.000	4.000	4.333	4.000	4.155	3.985
	0.953	0.985	0.702	1.000	0.914	0.929
14. Writing.	3.957	3.857	4.069	3.375	4.016	3.901
	0.962	1.004	1.067	0.916	0.967	1.016
15. Speaking	4.027	3.838	4.200	3.333	4.016	4.013
	0.912	0.986	0.887	1.118	0.975	0.896
16. Listening	4.000	3.974	4.355	3.455	4.063	4.075
	0.922	1.000	0.709	1.214	0.965	0.868

	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
17. Does this employee have the necessary skills and abilities to advance or do various jobs? Omit. . .	4	0	0	0	3	1
	5.1	0.0	0.0	0.0	4.6	1.2
(1) Yes.	73	35	29	8	59	78
	92.4	89.7	93.5	72.7	90.8	92.9
(2) No	2	4	2	3	3	5
	2.5	10.3	6.5	27.3	4.6	6.0
18. How many jobs has this employee held with your firm? Omit. . .	4	1	1	3	3	3
	5.1	2.6	3.2	27.3	4.6	3.6
(1) One job.	41	21	18	3	32	48
	51.9	53.8	58.1	27.3	49.2	57.1
(2) Two jobs	20	10	8	4	16	22
	25.3	25.6	25.8	36.4	24.6	26.2
(3) Three jobs	4	6	2	0	9	3
	5.1	15.4	6.5	0.0	13.8	3.6
(4) Four jobs.	4	0	1	0	3	2
	5.1	0.0	3.2	0.0	4.6	2.4
(5) Five jobs.	2	1	0	1	0	3
	2.5	2.6	0.0	9.1	0.0	3.6
(6) Six - seven jobs	1	0	0	0	1	0
	1.3	0.0	0.0	0.0	1.5	0.0
(7) Eight - ten jobs	1	0	0	0	0	1
	1.3	0.0	0.0	0.0	0.0	1.2
(8) More than ten jobs	2	0	1	0	1	2
	2.5	0.0	3.2	0.0	1.5	2.4

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table C3, Page C3.6
Employer - Ten-Year Followup

Rating Scale
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	SEQ N %	IPC N %	GE N %	SPNS N %	M N %	F N %
19. How does this employee's skills and abilities compare with non-vocationally trained employees?						
Omit. . .	8	2	7	0	9	8
	10.1	5.1	22.6	0.0	13.8	9.5
(1) Less prepared.	0	2	0	1	2	0
	0.0	5.1	0.0	9.1	3.1	0.0
(3) About the same	28	11	9	4	21	27
	35.4	28.2	29.0	36.4	32.3	32.1
(5) Better prepared.	43	24	15	6	33	49
	54.4	61.5	48.4	54.5	50.8	58.3
20. How large is your company?						
Omit. . .	2	0	1	0	2	1
	2.5	0.0	3.2	0.0	3.1	1.2
(1) 1-25 people.	18	11	8	2	16	21
	22.8	28.2	25.8	18.2	24.6	25.0
(2) 26-75 people	8	8	10	1	8	18
	10.1	20.5	32.3	9.1	12.3	21.4
(3) 76-150 people.	15	3	3	5	8	13
	19.0	7.7	9.7	45.5	12.3	15.5
(4) 151-500 people	19	10	7	3	15	21
	24.1	25.6	22.6	27.3	23.1	25.0
(5) 501-1,000 people	3	0	2	0	1	4
	3.8	0.0	6.5	0.0	1.5	4.8
(6) 1,001 or more people . . .	14	7	0	0	15	6
	17.7	17.9	0.0	0.0	23.1	7.1

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D1

Student Questionnaire - IPC and Sequence

Table D1, Page D1.1
Student Questionnaire - IPC and Sequence

		PROGRAM AREAS					
		AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
3. Sex	Omit	0 0.0	2 0.0	0 0.0	0 0.0	1 0.0	2 0.1
(1) Male		1346 82.1	2825 37.8	410 23.5	335 16.5	5360 94.1	568 42.6
(2) Female		293 17.9	4654 62.2	1335 76.5	1695 83.5	337 5.9	764 57.3
4. The grade I am in is:	Omit	0 0.0	5 0.1	0 0.0	0 0.0	4 0.1	1 0.1
(1) 9th.		341 20.8	1028 13.7	211 12.1	435 21.4	1005 17.6	87 6.5
(2) 10th		427 26.1	1765 23.6	405 23.2	493 24.3	1428 25.1	218 16.3
(3) 11th		456 27.8	2335 31.2	522 29.9	559 27.5	1675 29.4	500 37.5
(4) 12th		415 25.3	2348 31.4	607 34.8	543 26.7	1586 27.8	528 39.6
5. During my high school career, I have taken courses in the following programs: (check all that apply)	Omit	18 1.1	142 1.9	55 3.2	25 1.2	48 0.8	27 2.0
(1) Agriculture		1387 84.6	438 5.9	123 7.0	152 7.5	867 15.2	90 6.7
(2) Business Education.		511 31.2	6462 86.4	1092 62.6	903 44.5	1662 29.2	873 65.4
(3) Health Occupations.		255 15.6	1220 16.3	785 45.0	373 18.4	731 12.8	275 20.6
(4) Home Economics.		392 23.9	2835 37.9	876 50.2	1840 90.6	1080 19.0	487 36.5
(5) Technology Education.		915 55.8	1825 24.4	350 20.1	350 17.2	5383 94.5	384 28.8
(6) Marketing Education		74 4.5	1052 14.1	218 12.5	144 7.1	315 5.5	891 66.8

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.2
Student Questionnaire - IPC and Sequence

	PROGRAM AREAS					
	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
6. The program where my main career interests lie: (check one) Omit	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0
(1) Agriculture.	1639	34	17	22	78	19
	100.0	0.5	1.0	1.1	1.4	1.4
(2) Business Education	34	7481	81	94	133	190
	2.1	100.0	4.6	4.6	2.3	14.2
(3) Health Occupations	17	81	1745	70	35	24
	1.0	1.1	100.0	3.4	0.6	1.8
(4) Home Economics	22	94	70	2030	58	29
	1.3	1.3	4.0	100.0	1.0	2.2
(5) Technology Education	78	133	35	58	5698	53
	4.8	1.8	2.0	2.9	100.0	4.0
(6) Marketing Education.	19	190	24	29	53	1334
	1.2	2.5	1.4	1.4	0.9	100.0
7. I am a member of: (check all that apply) Omit	52	691	189	176	601	114
	3.2	9.2	10.8	8.7	10.5	8.5
(1) FFA.	1179	203	63	68	473	37
	71.9	2.7	3.6	3.3	8.3	2.8
(2) FBLA	18	709	80	66	50	55
	1.1	9.5	4.6	3.3	0.9	4.1
(3) FHA.	30	283	87	233	31	23
	1.8	3.8	5.0	11.5	0.5	1.7
(4) HERO	17	112	59	160	26	25
	1.0	1.5	3.4	7.9	0.5	1.9
(5) DECA	27	451	92	61	90	623
	1.6	6.0	5.3	3.0	1.6	46.7
(6) VICA	65	49	22	9	318	3
	4.0	0.7	1.3	0.4	5.6	0.2
(7) None	339	4770	1081	1245	3913	461
	20.7	63.8	61.9	61.3	68.7	34.6
(8) Other.	129	583	172	175	363	83
	7.9	7.8	9.9	8.6	6.4	6.2

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.3
Student Questionnaire - IPC and Sequence

	PROGRAM AREAS					
	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
8. I have previously filled out a questionnaire about my career interests, needs, and abilities. Omit	12	41	10	14	22	9
	0.7	0.5	0.6	0.7	0.4	0.7
(1) Yes.	582	2894	785	740	1982	558
	35.5	38.7	45.0	36.5	34.8	41.8
(2) Don't know	445	1640	349	512	1555	255
	27.2	21.9	20.0	25.2	27.3	19.1
(3) No	600	2906	601	764	2139	512
	36.6	38.8	34.4	37.6	37.5	38.4
9. I am aware of vocational programs in my high school. Omit	5	19	3	12	19	7
	0.3	0.3	0.2	0.6	0.3	0.5
(1) Yes.	1073	3993	865	998	3339	754
	65.5	53.4	49.6	49.2	58.6	56.5
(2) Somewhat	495	3041	741	855	1981	503
	30.2	40.6	42.5	42.1	34.8	37.7
(3) No	66	428	136	165	359	70
	4.0	5.7	7.8	8.1	6.3	5.2

1986-1987 Annual Composite Report, Cycle 2, Year 4

Table D1, Page D1.4

Student Questionnaire - IPC and Sequence

	PROGRAM AREAS					
	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
10. This is how I feel about the vocational training I am receiving at present:Omit	57	621	166	144	301	218
	3.5	8.3	9.5	7.1	5.3	16.3
(1) Very UNsatisfied	46	123	32	38	129	29
	2.8	1.6	1.8	1.9	2.3	2.2
(2) UNsatisfied.	87	497	160	139	387	90
	5.3	6.6	9.2	6.8	6.8	6.7
(3) Satisfied.	1165	5494	1258	1484	3979	825
	71.1	73.4	72.1	73.1	69.8	61.8
(4) Very Satisfied	284	746	129	225	902	172
	17.3	10.0	7.4	11.1	15.8	12.9
11. A variety of teaching methods have been used by my vocational instructors such as: Omit	28	260	82	69	128	37
	1.7	3.5	4.7	3.4	2.2	2.8
(1) Discussion	1448	6378	1494	1727	4841	1185
	88.3	85.3	85.6	85.1	85.0	88.8
(2) Films.	1404	4692	1288	1626	4275	1031
	85.7	62.7	73.8	80.1	75.0	77.3
(3) Field Trips.	1045	1905	548	705	1565	585
	63.8	25.5	31.4	34.7	27.5	43.9
(4) Demonstrations	1006	3731	941	1192	4188	783
	61.4	49.9	53.9	58.7	73.5	58.7
(5) Lecture.	1174	5463	1287	1299	4035	1049
	71.6	73.0	73.8	64.0	70.8	78.6
(6) Role Playing	310	1130	321	322	599	483
	18.9	15.1	18.4	15.9	10.5	36.2
(7) Outside Speakers	940	2635	760	839	1601	743
	57.4	35.2	43.6	41.3	28.1	55.7
(8) Learning Packages.	445	2641	487	528	1541	498
	27.2	35.3	27.9	26.0	27.0	37.3
(9) Project Activities	1151	4701	1046	1313	4286	983
	70.2	62.8	59.9	64.7	75.2	73.7

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.5
Student Questionnaire - IPC and Sequence

	PROGRAM AREAS					
	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
12. During my vocational program, I have learned about: Omit	120	859	242	242	539	108
	7.3	11.5	13.9	11.9	9.5	8.1
(1) new (emerging) occupations	995	3912	905	870	3094	823
	60.7	52.3	51.9	42.9	54.3	61.7
(2) jobs which will soon be obsolete . . .	576	2054	490	441	2018	465
	35.1	27.5	28.1	21.7	35.4	34.9
(3) male dominated jobs which females can now enter.	644	2586	686	759	1910	534
	39.3	34.6	39.3	37.4	33.5	40.0
(4) female dominated jobs which males can now enter.	403	2004	558	688	1125	420
	24.6	26.8	32.0	33.9	19.7	31.5
(5) occupations which have many job opportunities.	1002	4527	998	1016	3317	901
	61.1	60.5	57.2	50.0	58.2	67.5
(6) occupations which are overcrowded with workers and applicants	532	2125	501	501	1641	488
	32.5	28.4	28.7	24.7	28.8	36.6
(7) post-high school training opportunities related to my career goal . . .	853	3841	841	868	2948	821
	52.0	51.3	48.2	42.8	51.7	61.5
(8) job alternatives related to my career goal	813	3527	806	859	2681	719
	49.6	47.1	46.2	42.3	47.1	53.9
(9) job salaries	809	3273	740	864	2520	713
	49.4	43.8	42.4	42.6	44.2	53.4
13. Following high school, I plan to: Omit	53	126	20	65	168	20
	3.2	1.7	1.1	3.2	2.9	1.5
(1) go to work	536	578	101	467	1153	97
	32.7	7.7	5.8	23.0	20.2	7.3
(2) go on to school.	269	2568	640	374	1173	417
	16.4	34.3	36.7	18.4	20.6	31.3
(3) both go on to school and work.	643	3842	890	987	2309	728
	39.2	51.4	51.0	48.6	40.5	54.6
(4) military	224	642	153	179	1250	111
	13.7	8.6	8.8	8.8	21.9	8.3
(5) other	8	21	7	19	30	7
	0.5	0.3	0.4	0.9	0.5	0.5

Table D1, Page D1.6
Student Questionnaire - IPC and Sequence

	PROGRAM AREAS					
	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
14. What type of school are you planning to attend following high school graduation? Omit	40	141	35	58	134	36
	2.4	1.9	2.0	2.9	2.4	2.7
(1) a vocational school one-year diploma program.	191	450	130	253	507	76
	11.7	6.0	7.4	12.5	8.9	5.7
(2) a vocational school two-year associate degree program	319	1609	274	391	1294	293
	19.5	21.5	15.7	19.3	22.7	22.0
(3) a four-year university program	413	4133	1042	601	1478	725
	25.2	55.2	59.7	29.6	25.9	54.3
(4) an apprenticeship program.	28	82	24	25	261	20
	1.7	1.1	1.4	1.2	4.6	1.5
(5) an in-service or on-the-job training program.	81	243	57	110	344	49
	4.9	3.2	3.3	5.4	6.0	3.7
(6) military	195	530	129	156	1113	101
	11.9	7.1	7.4	7.7	19.5	7.6
(7) other.	75	331	122	154	224	101
	4.6	4.4	7.0	7.6	3.9	7.6
(8) None. I do not plan to go on to school at this time.	449	511	80	425	988	64
	27.4	6.8	4.6	20.9	17.3	4.8
15. What occupation or career do you plan to pursue after high school? Omit	25	97	20	31	89	20
	1.5	1.3	1.1	1.5	1.6	1.5
(1) Not sure of career choice at this time	613	2809	451	927	2377	491
	37.4	37.5	25.8	45.7	41.7	36.8
(2) I am planning on entering the following career(s).	1001	4575	1274	1072	3232	823
	61.1	61.2	73.0	52.8	56.7	61.7

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.7
Student Questionnaire - IPC and Sequence

	PROGRAM AREAS					
	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
16. Are you aware of the qualifications and training needed to enter this career or school? Omit	29 1.8	153 2.0	26 1.5	40 2.0	99 1.7	24 1.8
(1) Yes.	1026 62.6	4379 58.5	1191 68.3	1049 51.7	3409 59.8	817 61.2
(2) No	256 15.6	1325 17.7	285 16.3	376 18.5	956 16.8	205 15.4
(3) I do not have a planned career/school.	328 20.0	1624 21.7	243 13.9	565 27.8	1234 21.7	288 21.6
17. Do you feel that your present curriculum is preparing you for your planned career/school? Omit	47 2.9	149 2.0	38 2.2	42 2.1	120 2.1	34 2.5
(1) Yes.	1037 63.3	4793 64.1	1068 61.2	1065 52.5	3453 60.6	845 63.3
(2) No	283 17.3	1320 17.6	459 26.3	459 22.6	1115 19.6	251 18.8
(3) I do not have a planned career/school.	272 16.6	1219 16.3	180 10.3	464 22.9	1010 17.7	204 15.3
18. This is how I feel about the help I have received from my counselors. Omit	102 6.2	696 9.3	181 10.4	172 8.5	404 7.1	239 17.9
(1) Very UNsatisfied	82 5.0	345 4.6	97 5.6	94 4.6	354 6.2	76 5.7
(2) UNsatisfied.	189 11.5	1099 14.7	258 14.8	241 11.9	749 13.1	173 13.0
(3) Satisfied.	1070 65.3	4539 60.7	1005 57.6	1256 61.9	3650 64.1	698 52.3
(4) Very Satisfied	196 12.0	802 10.7	204 11.7	267 13.2	541 9.5	148 11.1

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.8
Student Questionnaire - IPC and Sequence

		PROGRAM AREAS					
		AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
19. My counselor has helped me to select a vocational program.	Omit	51	221	50	68	159	54
		3.1	3.0	2.9	3.3	2.8	4.0
(1) Yes.		426	1760	395	510	1349	331
		26.0	23.5	22.6	25.1	23.7	24.8
(2) No		1162	5500	1300	1452	4190	949
		70.9	73.5	74.5	71.5	73.5	71.1

AG = Agriculture
BE = Business Education
HO = Health Occupations
HE = Home Economics
TE = Technology Education
ME = Marketing Education

		Total N %	Male N %	Female N %	SPNS N %	P/C N %	P/S N %
3. Sex	Omit	5	0	0	1	0	0
		0.0	0.0	0.0	0.0	0.0	0.0
(1) Male.		11778	11778	0	2120	0	0
		54.0	100.0	0.0	61.8	0.0	0.0
(2) Female.		10024	0	10024	1310	0	0
		46.0	0.0	100.0	38.2	0.0	0.0
4. The grade I am in is:	Omit	12	4	5	1	0	0
		0.1	0.0	0.0	0.0	0.0	0.0
(1) 9th.		3553	2046	1507	717	0	0
		16.3	17.4	15.0	20.9	0.0	0.0
(2) 10th		5260	2912	2348	905	0	0
		24.1	24.7	23.4	26.4	0.0	0.0
(3) 11th		6509	3475	3034	965	0	0
		29.8	29.5	30.3	28.1	0.0	0.0
(4) 12th		6473	3341	3130	843	0	0
		29.7	28.4	31.2	24.6	0.0	0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.9
Student Questionnaire - IPC and Sequence

	Total N %	Male N %	Female N %	SPNS N %	P/C N %	P/S N %
5. During my high school career, I have taken courses in the following programs: (check all that apply) Omit	850	441	407	103	0	0
	3.9	3.7	4.1	3.0	0.0	0.0
(1) Agriculture.	3091	2412	678	641	0	0
	14.2	20.5	6.8	18.7	0.0	0.0
(2) Business Education	12217	4935	7281	1484	0	0
	56.0	41.9	72.6	43.3	0.0	0.0
(3) Health Occupations	3731	1781	1949	542	0	0
	17.1	15.1	19.4	15.8	0.0	0.0
(4) Home Economics	7984	2336	5648	1391	0	0
	36.6	19.8	56.3	40.5	0.0	0.0
(5) Technology Education	9672	8463	1209	1743	0	0
	44.4	71.9	12.1	50.8	0.0	0.0
(6) Marketing Education.	2642	1163	1478	292	0	0
	12.1	9.9	14.7	8.5	0.0	0.0
6. The program where my main career interests lie: (check one) Omit	2661	1373	1286	351	0	0
	12.2	11.7	12.8	10.2	0.0	0.0
(1) Agriculture.	1639	1346	293	367	0	0
	7.5	11.4	2.9	10.7	0.0	0.0
(2) Business Education	7481	2825	4654	849	0	0
	34.3	24.0	46.4	24.7	0.0	0.0
(3) Health Occupations	1745	410	1335	211	0	0
	8.0	3.5	13.3	6.1	0.0	0.0
(4) Home Economics	2030	335	1695	484	0	0
	9.3	2.8	16.9	14.1	0.0	0.0
(5) Technology Education	5698	5360	337	1152	0	0
	26.1	45.5	3.4	33.6	0.0	0.0
(6) Marketing Education.	1334	568	764	138	0	0
	6.1	4.8	7.6	4.0	0.0	0.0

Student Questionnaire - IPC and Sequence

	Total N %	Male N %	Female N %	SPNS N %	P/C N %	P/S N %
7. I am a member of: (check all that apply) Omit	2241	1301	938	377	0	0
	10.3	11.0	9.4	11.0	0.0	0.0
(1) FFA.	2028	1620	407	415	0	0
	9.3	13.8	4.1	12.1	0.0	0.0
(2) FBLA	1034	206	828	105	0	0
	4.7	1.7	8.3	3.1	0.0	0.0
(3) FHA.	711	61	650	107	0	0
	3.3	0.5	6.5	3.1	0.0	0.0
(4) HERO	390	85	304	55	0	0
	1.8	0.7	3.0	1.6	0.0	0.0
(5) DECA	1313	479	834	110	0	0
	6.0	4.1	8.3	3.2	0.0	0.0
(6) VICA	478	433	45	111	0	0
	2.2	3.7	0.4	3.2	0.0	0.0
(7) None	13067	7235	5831	2089	0	0
	59.9	61.4	58.2	60.9	0.0	0.0
(9) Other.	1680	808	871	238	0	0
	7.7	6.9	8.7	6.9	0.0	0.0
8. I have previously filled out a questionnaire about my career interests, needs, and abilities. Omit	147	78	66	28	0	0
	0.7	0.7	0.7	0.8	0.0	0.0
(1) Yes.	8063	4113	3949	1245	0	0
	37.0	34.9	39.4	36.3	0.0	0.0
(2) Don't know	5207	3174	2033	943	0	0
	23.9	26.9	20.3	27.5	0.0	0.0
(3) No	8390	4413	3976	1215	0	0
	38.5	37.5	39.7	35.4	0.0	0.0

Student Questionnaire - IPC and Sequence

	Total N %	Male N %	Female N %	SPNS N %	P/C N %	P/S N %
9. I am aware of vocational programs in my high school. Omit	90	49	38	19	0	0
	0.4	0.4	0.4	0.6	0.0	0.0
(1) Yes.	11806	6628	5178	1862	0	0
	54.1	56.3	51.7	54.3	0.0	0.0
(2) Somewhat	8463	4271	4191	1265	0	0
	38.8	36.3	41.8	36.9	0.0	0.0
(3) No	1448	830	617	285	0	0
	6.6	7.0	6.2	8.3	0.0	0.0
10. This is how I feel about the vocational training I am receiving at present: Omit	1937	929	1004	193	0	0
	8.9	7.9	10.0	5.6	0.0	0.0
(1) Very UNsatisfied	466	339	126	101	0	0
	2.1	2.9	1.3	2.9	0.0	0.0
(2) UNsatisfied.	1518	916	602	238	0	0
	7.0	7.8	6.0	6.9	0.0	0.0
(3) Satisfied.	15369	8113	7256	2462	0	0
	70.5	68.9	72.4	71.8	0.0	0.0
(4) Very Satisfied	2517	1481	1036	437	0	0
	11.5	12.6	10.3	12.7	0.0	0.0

Student Questionnaire - IPC and Sequence

	Total N %	Male N %	Female N %	SPNS N %	P/C N %	P/S N %
11. A variety of teaching methods have been used by my vocational instructors such as: Omit	1096	544	550	161	0	0
	5.0	4.6	5.5	4.7	0.0	0.0
(1) Discussion	18183	9744	8436	2709	0	0
	83.4	82.7	84.2	79.0	0.0	0.0
(2) Films.	15236	8491	6744	2323	0	0
	69.9	72.1	67.3	67.7	0.0	0.0
(3) Field Trips.	6577	3612	2965	1105	0	0
	30.2	30.7	29.6	32.2	0.0	0.0
(4) Demonstrations	12586	7624	4961	1868	0	0
	57.7	64.7	49.5	54.4	0.0	0.0
(5) Lecture.	15224	8271	6951	2144	0	0
	69.8	70.2	69.3	62.5	0.0	0.0
(6) Role Playing	3284	1610	1673	425	0	0
	15.1	13.7	16.7	12.4	0.0	0.0
(7) Outside Speakers	7829	3857	3972	1094	0	0
	35.9	32.7	39.6	31.9	0.0	0.0
(8) Learning Packages.	6430	3310	3119	893	0	0
	29.5	28.1	31.1	26.0	0.0	0.0
(9) Project Activities	14211	8076	6134	2134	0	0
	65.2	68.6	61.2	62.2	0.0	0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.13
Student Questionnaire - IPC and Sequence

	Total N %	Male N %	Female N %	SPNS N %	P/C N %	P/S N %
12. During my vocational program, I have learned about: Omit	3055	1533	1520	441	0	0
	14.0	13.0	15.2	12.9	0.0	0.0
(1) new (emerging) occupations	11021	6210	4809	1546	0	0
	50.5	52.7	48.0	45.1	0.0	0.0
(2) jobs which will soon be obsolete . . .	6240	3887	2351	941	0	0
	28.6	33.0	23.5	27.4	0.0	0.0
(3) male dominated jobs which females can now enter.	7411	3705	3704	1123	0	0
	34.0	31.5	37.0	32.7	0.0	0.0
(4) female dominated jobs which males can now enter.	5388	2437	2950	846	0	0
	24.7	20.7	29.4	24.7	0.0	0.0
(5) occupations which have many job opportunities.	12215	6625	5588	1759	0	0
	56.0	56.2	55.7	51.3	0.0	0.0
(6) occupations which are overcrowded with workers and applicants	5999	3401	2595	812	0	0
	27.5	28.9	25.9	23.7	0.0	0.0
(7) post-high school training opportunities related to my career goal. . . .	10454	5692	4760	1463	0	0
	47.9	48.3	47.5	42.6	0.0	0.0
(8) job alternatives related to my career goal	9647	5124	4521	1408	0	0
	44.2	43.5	45.1	41.0	0.0	0.0
(9) job salaries	9205	5130	4073	1391	0	0
	42.2	43.6	40.6	40.5	0.0	0.0
13. Following high school, I plan to: Omit	599	381	215	113	0	0
	2.7	3.2	2.1	3.3	0.0	0.0
(1) go to work	3117	2029	1088	860	0	0
	14.3	17.2	10.9	25.1	0.0	0.0
(2) go on to school.	6234	3292	2941	602	0	0
	28.6	28.0	29.3	17.5	0.0	0.0
(3) both go on to school and work.	9974	4527	5446	1399	0	0
	45.7	38.4	54.3	40.8	0.0	0.0
(4) military	2750	2212	538	614	0	0
	12.6	18.8	5.4	17.9	0.0	0.0
(5) other.	112	66	46	22	0	0
	0.5	0.6	0.5	0.6	0.0	0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.14
Student Questionnaire - IPC and Sequence

	Total	Male	Female	SPNS	P/C	P/S
	N %	N %	N %	N %	N %	N %
14. What type of school are you planning to attend following high school graduation?						
Omit	558	324	234	119	0	0
	2.6	2.8	2.3	3.5	0.0	0.0
(1) a vocational school one-year diploma program.	1657	795	862	365	0	0
	7.6	6.7	8.6	10.6	0.0	0.0
(2) a vocational school two-year associate degree program	4282	2157	2124	687	0	0
	19.6	18.3	21.2	20.0	0.0	0.0
(3) a four-year university program	9489	4543	4943	766	0	0
	43.5	38.6	49.3	22.3	0.0	0.0
(4) an apprenticeship program.	446	370	75	69	0	0
	2.0	3.1	0.7	2.0	0.0	0.0
(5) an in-service or on-the-job training program.	903	541	361	241	0	0
	4.1	4.6	3.6	7.0	0.0	0.0
(6) military	2405	1932	473	531	0	0
	11.0	16.4	4.7	15.5	0.0	0.0
(7) other.	1114	470	644	177	0	0
	5.1	4.0	6.4	5.2	0.0	0.0
(8) None. I do not plan to go on to school at this time.	2766	1772	993	762	0	0
	12.7	15.0	9.9	22.2	0.0	0.0
15. What occupation or career do you plan to pursue after high school? Omit	339	234	104	71	0	0
	1.6	2.0	1.0	2.1	0.0	0.0
(1) Not sure of career choice at this time	8526	4871	3653	1544	0	0
	39.1	41.4	36.4	45.0	0.0	0.0
(2) I am planning on entering the the following career(s).	12942	6673	6267	1816	0	0
	59.3	56.7	62.5	52.9	0.0	0.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.15
Student Questionnaire - IPC and Sequence

	Total N %	Male N %	Female N %	SPNS N %	P/C N %	P/S N %
16. Are you aware of the qualifications and training needed to enter this career or school? Omit	447	259	188	79	0	0
	2.0	2.2	1.9	2.3	0.0	0.0
(1) Yes.	12756	6858	5896	1915	0	0
	58.5	58.2	58.8	55.8	0.0	0.0
(2) No	3735	2051	1681	648	0	0
	17.1	17.4	16.8	18.9	0.0	0.0
(3) I do not have a planned career/school.	4869	2610	2259	789	0	0
	22.3	22.2	22.5	23.0	0.0	0.0
17. Do you feel that your present curriculum is preparing you for your planned career/school? Omit	493	284	209	86	0	0
	2.3	2.4	2.1	2.5	0.0	0.0
(1) Yes.	13086	7055	6029	1890	0	0
	60.0	59.9	60.1	55.1	0.0	0.0
(2) No	4388	2387	1998	773	0	0
	20.1	20.3	19.9	22.5	0.0	0.0
(3) I do not have a planned career/school.	3840	2052	1788	682	0	0
	17.6	17.4	17.8	19.9	0.0	0.0
18. This is how I feel about the help I have received from my counselors. Omit	2101	1058	1042	216	0	0
	9.6	9.0	10.4	6.3	0.0	0.0
(1) Very UNsatisfied	1146	738	407	223	0	0
	5.3	6.3	4.1	6.5	0.0	0.0
(2) UNsatisfied.	2932	1553	1377	446	0	0
	13.4	13.2	13.7	13.0	0.0	0.0
(3) Satisfied.	13325	7259	6065	2121	0	0
	61.1	61.6	60.5	61.8	0.0	0.0
(4) Very Satisfied	2303	1170	1133	901	0	0
	10.6	9.9	11.3	13.9	0.0	0.0

Student Questionnaire - IPC and Sequence

		Total N %	Male N %	Female N %	SPNS N %	P/C N %	P/S N %
19. My counselor has helped me to select a vocational program.	Omit	776 3.6	430 3.7	346 3.5	110 3.2	0 0.0	0 0.0
(1) Yes.		4973 22.8	2695 22.9	2277 22.7	945 27.5	0 0.0	0 0.0
(2) No		16058 73.6	8653 73.5	7401 73.8	2376 69.3	0 0.0	0 0.0

M = Male
F = Female
P/C = Pool Class
P/S = Pool Slot-In
SPNS = Special Needs

		Grade Level 9th N %	 10th N %	 11th N %	 12th N %
3. Sex	Omit	0 0.0	0 0.0	0 0.0	2 0.0
(1) Male.		2046 57.6	2912 55.4	3475 53.4	3341 51.6
(2) Female.		1507 42.4	2348 44.6	3034 46.6	3130 48.4
4. The grade I am in is:	Omit	0 0.0	0 0.0	0 0.0	0 0.0
(1) 9th		3553 100.0	0 0.0	0 0.0	0 0.0
(2) 10th.		0 0.0	5260 100.0	0 0.0	0 0.0
(3) 11th.		0 0.0	0 0.0	6509 100.0	0 0.0
(4) 12th.		0 0.0	0 0.0	0 0.0	6473 100.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.17
Student Questionnaire - IPC and Sequence

	Grade Level			
	9th N %	10th N %	11th N %	12th N %
5. During my high school career, I have taken courses in the following programs: (check all that apply) Omit	315	276	157	99
	8.9	5.2	2.4	1.5
(1) Agriculture	484	674	938	992
	13.6	12.8	14.4	15.3
(2) Business Education.	1154	2615	3978	4465
	32.5	49.7	61.1	69.0
(3) Health Occupations.	336	767	1281	1345
	9.5	14.6	19.7	20.8
(4) Home Economics.	1154	1597	2333	2899
	32.5	30.4	35.8	44.8
(5) Technology Education.	1538	2310	2860	2959
	43.3	43.9	43.9	45.7
(6) Marketing Education	48	199	1038	1356
	1.4	3.8	15.9	20.9
6. The program where my main career interests lie: (check one) Omit	543	693	695	727
	15.3	13.2	10.7	11.2
(1) Agriculture	341	427	456	415
	9.6	8.1	7.0	6.4
(2) Business Education.	1028	1765	2335	2348
	28.9	33.6	35.9	36.3
(3) Health Occupations.	211	405	522	607
	5.9	7.7	8.0	9.4
(4) Home Economics.	435	493	559	543
	12.2	9.4	8.6	8.4
(5) Technology Education.	1005	1428	1675	1586
	28.3	27.1	25.7	24.5
(6) Marketing Education	87	218	500	528
	2.4	4.1	7.7	8.2

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.18
Student Questionnaire - IPC and Sequence

	Grade Level			
	9th N %	10th N %	11th N %	12th N %
7. I am a member of: (check all that apply) Omit	386 10.9	561 10.7	648 10.0	642 9.9
(1) FFA	405 11.4	461 8.8	593 9.1	567 8.8
(2) FBLA	68 1.9	166 3.2	332 5.1	468 7.2
(3) FHA	93 2.6	173 3.3	214 3.3	231 3.6
(4) HERO	24 0.7	47 0.9	79 1.2	239 3.7
(5) DECA	9 0.3	73 1.4	647 9.9	583 9.0
(6) VICA	29 0.8	68 1.3	167 2.6	214 3.3
(7) None	2402 67.6	3511 66.7	3721 57.2	3428 53.0
(8) Other	269 7.6	381 7.2	487 7.5	543 8.4
8. I have previously filled out a questionnaire about my career interests, needs, and abilities. Omit	37 1.0	35 0.7	40 0.6	31 0.5
(1) Yes	908 25.6	1602 30.5	2700 41.5	2851 44.0
(2) Don't know	931 26.2	1354 25.7	1573 24.2	1347 20.8
(3) No	1677 47.2	2269 43.1	2196 33.7	2244 34.7

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.19
Student Questionnaire - IPC and Sequence

	Grade Level			
	9th N %	10th N %	11th N %	12th N %
9. I am aware of vocational programs in my high school. Omit	22 0.6	22 0.4	28 0.4	14 0.2
(1) Yes	1553 43.7	2536 48.2	3617 55.6	4094 63.2
(2) Somewhat.	1614 45.4	2288 43.5	2481 38.1	2079 32.1
(3) No.	364 10.2	414 7.9	383 5.9	286 4.4
10. This is how I feel about the vocational training I am receiving at present:Omit	225 6.3	481 9.1	563 8.6	663 10.2
(1) Very UNsatisfied.	100 2.8	127 2.4	121 1.9	118 1.8
(2) UNsatisfied	239 6.7	399 7.6	442 6.8	438 6.8
(3) Satisfied	2560 72.1	3766 71.6	4639 71.3	4400 68.0
(4) Very Satisfied.	429 12.1	487 9.3	744 11.4	854 13.2

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.20
Student Questionnaire - IPC and Sequence

	Grade Level			
	9th N %	10th N %	11th N %	12th N %
11. A variety of teaching methods have been used by my vocational instructors such as: Omit	288 8.1	343 6.5	267 4.1	195 3.0
(1) Discussion.	2784 78.4	4168 79.2	5531 85.0	5691 87.9
(2) Films	2196 61.8	3451 65.6	4609 70.8	4973 76.8
(3) Field Trips	569 16.0	1133 21.5	2106 32.4	2766 42.7
(4) Demonstrations.	1879 52.9	2946 56.0	3776 58.0	3976 61.4
(5) Lecture	1987 55.9	3340 63.5	4765 73.2	5124 79.2
(6) Role Playing.	323 9.1	512 9.7	998 15.3	1448 22.4
(7) Outside Speakers.	694 19.5	1443 27.4	2428 37.3	3260 50.4
(8) Learning Packages	681 19.2	1258 23.9	2025 31.1	2460 38.0
(9) Project Activities.	2100 59.1	3268 62.1	4286 65.8	4550 70.3

Student Questionnaire - IPC and Sequence

	Grade Level							
	9th N	9th %	10th N	10th %	11th N	11th %	12th N	12th %
12. During my vocational program, I have learned about: Omit	867	24.4	917	17.4	699	10.7	569	8.8
(1) new (emerging) occupations.	1260	35.5	2322	44.1	3516	54.0	3918	60.5
(2) jobs which will soon be obsolete. . . .	583	16.4	1209	23.0	2028	31.2	2417	37.3
(3) male dominated jobs which females can now enter	949	26.7	1558	29.6	2266	34.8	2635	40.7
(4) female dominated jobs which males can now enter	674	19.0	1122	21.3	1597	24.5	1992	30.8
(5) occupations which have many job opportunities	1384	39.0	2623	49.9	3944	60.6	4258	65.8
(6) occupations which are overcrowded with workers and applicants.	569	16.0	1172	22.3	1887	29.0	2368	36.6
(7) post-high school training opportunities related to my career goal	1079	30.4	2116	40.2	3419	52.5	3836	59.3
(8) job alternatives related to my career goal.	1028	28.9	1971	37.5	3102	47.7	3539	54.7
(9) job salaries.	963	27.1	1877	35.7	3002	46.1	3359	51.9
13. Following high school, I plan to: Omit	119	3.3	189	3.6	166	2.6	121	1.9
(1) go to work.	574	16.2	808	15.4	881	13.5	853	13.2
(2) go on to school	924	26.0	1368	26.0	1850	28.4	2089	32.3
(3) both go on to school and work	1538	43.3	2393	45.5	3084	47.4	2955	45.7
(4) military.	542	15.3	703	13.4	854	13.1	651	10.1
(5) other	27	0.8	30	0.6	32	0.5	23	0.4

	Grade Level			
	9th N %	10th N %	11th N %	12th N %
14. What type of school are you planning to attend following high school graduation? Omit	127 3.6	154 2.9	154 2.4	123 1.9
(1) a vocational school one-year diploma program	196 5.5	365 6.9	509 7.8	587 9.1
(2) a vocational school two-year associate degree program.	422 11.9	907 17.2	1423 21.9	1526 23.6
(3) a four-year university program.	1592 44.8	2322 44.1	2781 42.7	2789 43.1
(4) an apprenticeship program	62 1.7	103 2.0	155 2.4	125 1.9
(5) an in-service or on-the-job training program	174 4.9	231 4.4	292 4.5	205 3.2
(6) military.	481 13.5	615 11.7	751 11.5	558 8.6
(7) other	181 5.1	280 5.3	345 5.3	307 4.7
(8) None. I do not plan to go on to school at this time.	518 14.6	735 14.0	782 12.0	728 11.2
15. What occupation or career do you plan to pursue after high school? Omit	76 2.1	87 1.7	92 1.4	84 1.3
(1) Not sure of career choice at this time.	1733 48.8	2303 43.8	2563 39.4	1920 29.7
(2) I am planning on entering the following career(s)	1744 49.1	2870 54.6	3854 59.2	4469 69.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D1, Page D1.23
Student Questionnaire - IPC and Sequence

	Grade Level 9th N %	 10th N %	 11th N %	 12th N %
16. Are you aware of the qualifications and and training needed to enter this career or school? Omit	85 2.4	126 2.4	138 2.1	97 1.5
(1) Yes	1681 47.3	2677 50.9	3688 56.7	4706 72.7
(2) No.	807 22.7	1095 20.8	1198 18.4	631 9.7
(3) I do not have a planned career/school .	980 27.6	1362 25.9	1485 22.8	1039 16.1
17. Do you feel that your present curriculum is preparing you for your planned career/school? Omit	111 3.1	139 2.6	131 2.0	111 1.7
(1) Yes	1857 52.3	2856 54.3	4018 61.7	4349 67.2
(2) No.	793 22.3	1181 22.5	1205 18.5	1206 18.6
(3) I do not have a planned career/school .	792 22.3	1084 20.6	1155 17.7	807 12.5
18. This is how I feel about the help I have received from my counselors. Omit	335 9.4	530 10.1	586 9.0	649 10.0
(1) Very UNsatisfied.	192 5.4	282 5.4	330 5.1	340 5.3
(2) UNsatisfied	408 11.5	722 13.7	944 14.5	857 13.2
(3) Satisfied	2294 64.6	3329 63.3	3971 61.0	3726 57.6
(4) Very Satisfied.	324 9.1	397 7.5	678 10.4	901 13.9

	Grade Level			
	9th N %	10th N %	11th N %	12th N %
19. My counselor has helped me to select a vocational program. Omit	194 5.5	202 3.8	201 3.1	179 2.8
(1) Yes	572 16.1	931 17.7	1448 22.2	2021 31.2
(2) No.	2787 78.4	4127 78.5	4860 74.7	4273 66.0

D2

Student Questionnaire - Academic

Table D2, Page D2.1
Student Questionnaire - Academic

	Total N %	SPNS N %	Male N %	Female N %
3. Sex Omit. . .	3	2	0	0
	0.1	0.3	0.0	0.0
(1) Male.	2315	295	2315	0
	45.1	51.6	100.0	0.0
(2) Female.	2816	275	0	2816
	54.9	48.1	0.0	100.0
4. The grade I am in is: Omit. . .	7	2	4	1
	0.1	0.3	0.2	0.0
(1) 9th	1827	244	807	1020
	35.6	42.7	34.9	36.2
(2) 10th.	1822	199	855	966
	35.5	34.8	36.9	34.3
(3) 11th.	824	71	362	462
	16.0	12.4	15.6	16.4
(4) 12th.	654	56	287	367
	12.7	9.8	12.4	13.0
5. What general type of courses are you taking in high school? Omit. . .	30	8	14	14
	0.6	1.4	0.6	0.5
(1) English	4876	516	2175	2700
	95.0	90.2	94.0	95.9
(2) Science	4440	425	2001	2438
	86.5	74.3	86.4	86.6
(3) Math.	4570	465	2054	2515
	89.0	81.3	88.7	89.3
(4) History	4097	412	1841	2255
	79.8	72.0	79.5	80.1
(5) Art	1107	150	521	586
	21.6	26.2	22.5	20.8
(6) Music	1719	101	539	1180
	33.5	17.7	23.3	41.9
(7) Drama	346	27	110	236
	6.7	4.7	4.8	8.4
(8) Physical Education.	3954	409	1791	2162
	77.0	71.5	77.4	76.8
(9) Other	2028	171	876	1152
	39.5	29.9	37.8	40.9

	Total N %	SPNS N %	Male N %	Female N %
6. I am a member of — Omit. . .	862	126	457	403
	16.8	22.0	19.7	14.3
(1) FFA	119	18	86	33
	2.3	3.1	3.7	1.2
(2) FBLA.	98	8	28	70
	1.9	1.4	1.2	2.5
(3) FHA	84	8	4	80
	1.6	1.4	0.2	2.8
(4) HERO.	13	3	3	10
	0.3	0.5	0.1	0.4
(5) DECA.	64	7	22	42
	1.2	1.2	1.0	1.5
(6) VICA.	20	6	18	2
	0.4	1.0	0.8	0.1
(7) FTA	6	3	1	5
	0.1	0.5	0.0	0.2
(8) None.	3378	365	1511	1866
	65.8	63.8	65.3	66.3
(9) Other	593	43	210	383
	11.6	7.5	9.1	13.6
7. I have previously filled out a questionnaire or survey about my occupational interests. — Omit. . .	41	16	24	15
	0.8	2.8	1.0	0.5
(1) Yes	2167	205	935	1232
	42.2	35.8	40.4	43.8
(2) Don't know.	1442	189	712	730
	28.1	33.0	30.8	25.9
(3) No.	1484	162	644	839
	28.9	28.3	27.8	29.8
8. I am aware of vocational programs in my high school. — Omit. . .	27	7	14	11
	0.5	1.2	0.6	0.4
(1) Yes	2074	213	967	1106
	40.4	37.2	41.8	39.3
(2) Somewhat.	2394	253	1021	1373
	46.6	44.2	44.1	48.8
(3) No.	639	99	313	326
	12.4	17.3	13.5	11.6

	Total N %	SPNS N %	Male N %	Female N %
9. This is how I feel about the education I am receiving at present. Omit. . .	52	9	25	25
	1.0	1.6	1.1	0.9
(1) I am very UNsatisfied	100	22	68	32
	1.9	3.8	2.9	1.1
(2) I am UNsatisfied.	417	73	210	207
	8.1	12.8	9.1	7.4
(3) I am Satisfied.	4070	414	1808	2262
	79.3	72.4	78.1	80.3
(4) I am very Satisfied	496	54	205	290
	9.7	9.4	8.9	10.3
10. A variety of teaching methods have been used by my vocational instructors such as: Omit. . .	110	26	61	47
	2.1	4.5	2.6	1.7
(1) Discussion.	4782	482	2112	2669
	93.1	84.3	91.2	94.8
(2) Films	4670	472	2057	2612
	91.0	82.5	88.9	92.8
(3) Field Trips	1208	123	540	668
	23.5	21.5	23.3	23.7
(4) Demonstrations.	3009	249	1411	1598
	58.6	43.5	61.0	56.7
(5) Lecture	4266	373	1889	2376
	83.1	65.2	81.6	84.4
(6) Role playing.	846	58	372	474
	16.5	10.1	16.1	16.8
(7) Outside speakers.	1919	145	846	1073
	37.4	25.3	36.5	38.1
(8) Learning packages	1182	120	586	596
	23.0	21.0	25.3	21.2
(9) Project activities.	3298	312	1469	1829
	64.2	54.5	63.5	65.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table D2, Page D2.4
Student Questionnaire - Academic

	Total N %	SPNS N %	Male N %	Female N %
11. During my high school years, I have learned about: Omit. . .	837	116	381	454
	16.3	20.3	16.5	16.1
(1) new (emerging) occupations.	2538	240	1189	1349
	49.4	42.0	51.4	47.9
(2) jobs which will soon be obsolete. .	1585	176	795	790
	30.9	30.8	34.3	28.1
(3) male dominated jobs which females can now enter	2112	194	830	1282
	41.1	33.9	35.9	45.5
(4) female dominated jobs which males can now enter	1572	139	623	949
	30.6	24.3	26.9	33.7
(5) occupations which have many job opportunities	2643	232	1210	1432
	51.5	40.6	52.3	50.9
(6) occupations which are overcrowded with workers and applicants	1674	137	786	888
	32.6	24.0	34.0	31.5
(7) post-high school training opportunities related to my career goal. .	2257	215	1072	1185
	44.0	37.6	46.3	42.1
(8) job alternatives related to my career goal	2024	219	952	1072
	39.4	38.3	41.1	38.1
(9) job salaries.	1967	215	976	991
	38.3	37.6	42.2	35.2
12. Following high school, I plan to: Omit. . .	118	19	61	55
	2.3	3.3	2.6	2.0
(1) go to work.	500	123	288	212
	9.7	21.5	12.4	7.5
(2) go on to school	2078	148	945	1133
	40.5	25.9	40.8	40.2
(3) both go to work and on to school. .	2088	205	771	1317
	40.7	35.8	33.3	46.8
(4) military.	533	106	371	161
	10.4	18.5	16.0	5.7
(5) other	25	8	14	11
	0.5	1.4	0.6	0.4

	Total N %	SPNS N %	Male N %	Female N %
13. What type of school are you planning to attend following high school graduation? Omit. . .	154	34	71	83
	3.0	5.9	3.1	2.9
(1) a vocational school one-year diploma program	216	36	83	132
	4.2	6.3	3.6	4.7
(2) a vocational school two-year associate degree program.	535	69	211	323
	10.4	12.1	9.1	11.5
(3) a four-year university program. . .	3126	201	1314	1812
	60.9	35.1	56.8	64.3
(4) an apprenticeship program	75	8	51	24
	1.5	1.4	2.2	0.9
(5) an in-service or on-the-job training program.	146	32	86	60
	2.8	5.6	3.7	2.1
(6) military.	463	91	324	138
	9.0	15.9	14.0	4.9
(7) other	307	39	115	192
	6.0	6.8	5.0	6.8
(8) none. I do not plan to go on to school at this time	468	102	249	219
	9.1	17.8	10.8	7.8
14. What occupation do you plan to pursue after high school? Omit. . .	136	32	74	61
	2.6	5.6	3.2	2.2
(1) Not sure of career choice at this time	2003	250	972	1031
	39.0	43.7	42.0	36.6
(2) I am planning on entering the following career(s):.	2995	290	1269	1724
	58.3	50.7	54.8	61.2
15. Are you aware of the qualifications and training needed to enter this career or school? Omit. . .	1278	134	600	678
	24.9	23.4	25.9	24.1
(1) Yes	2528	275	1156	1370
	49.2	48.1	49.9	48.7
(2) No.	805	92	320	484
	15.7	16.1	13.8	17.2
(3) I do not have a planned career/ school.	523	71	239	284
	10.2	12.4	10.3	10.1

Student Questionnaire - Academic

	Total N %	SPNS N %	Male N %	Female N %
16. Do you feel that your present curriculum is preparing you for your planned career/school? Omit. . .	1289	132	603	686
	25.1	23.1	26.0	24.4
(1) Yes	2340	232	1055	1283
	45.6	40.6	45.6	45.6
(2) No.	1053	141	453	599
	20.5	24.7	19.6	21.3
(3) I do not have a planned career/	452	67	204	248
school.	8.8	11.7	8.8	8.8
17. This is how I feel about the help I have received from my counselors. Omit. . .	274	49	133	141
	5.3	8.6	5.7	5.0
(1) Very UNsatisfied.	236	37	130	106
	4.6	6.5	5.6	3.8
(2) UNsatisfied	795	81	355	439
	15.5	14.2	15.3	15.6
(3) Satisfied	3289	344	1467	1821
	64.1	60.1	63.4	64.7
(4) Very Satisfied.	540	61	230	309
	10.5	10.7	9.9	11.0
18. My counselor has helped me to select a vocational program. Omit. . .	237	52	115	122
	4.6	9.1	5.0	4.3
(1) Yes	645	85	284	361
	12.6	14.9	12.3	12.8
(2) No.	4252	435	1916	2333
	82.8	76.0	82.8	82.8

M = Male F = Female SPNS = Special Needs

Student Questionnaire - Academic

		Grade Level			
		9 N %	10 N %	11 N %	12 N %
3. Sex	Omit. . .	0	1	0	0
		0.0	0.1	0.0	0.0
(1) Male.		807	855	362	287
		44.2	46.9	43.9	43.9
(2) Female.		1020	966	462	367
		55.8	53.0	56.1	56.1
4. The grade I am in is:	Omit. . .	0	0	0	0
		0.0	0.0	0.0	0.0
(1) 9th		1827	0	0	0
		100.0	0.0	0.0	0.0
(2) 10th.		0	1822	0	0
		0.0	100.0	0.0	0.0
(3) 11th.		0	0	824	0
		0.0	0.0	100.0	0.0
(4) 12th.		0	0	0	654
		0.0	0.0	0.0	100.0
5. What general type of courses are you taking in high school?	Omit. . .	6	5	7	10
		0.3	0.3	0.8	1.5
(1) English		1781	1733	774	583
		97.5	95.1	93.9	89.1
(2) Science		1698	1629	642	467
		92.9	89.4	77.9	71.4
(3) Math.		1768	1650	682	465
		96.8	90.6	82.8	71.1
(4) History		1570	1360	715	447
		85.9	74.6	86.8	68.3
(5) Art		395	394	176	141
		21.6	21.6	21.4	21.6
(6) Music		629	578	310	202
		34.4	31.7	37.6	30.9
(7) Drama		68	128	85	65
		3.7	7.0	10.3	9.9
(8) Physical Education.		1447	1504	673	327
		79.2	82.5	81.7	50.0
(9) Other		846	708	265	206
		46.3	38.9	32.2	31.5

		Grade Level			
		9 N %	10 N %	11 N %	12 N %
6. I am a member of	Omit. . .	332	289	138	100
		18.2	15.9	16.7	15.3
(1) FFA		39	54	13	12
		2.1	3.0	1.6	1.8
(2) FBLA.		36	18	16	28
		2.0	1.0	1.9	4.3
(3) FHA		32	29	15	8
		1.8	1.6	1.8	1.2
(4) HERO.		2	1	6	4
		0.1	0.1	0.7	0.6
(5) DECA.		6	19	14	25
		0.3	1.0	1.7	3.8
(6) VICA.		5	6	6	3
		0.3	0.3	0.7	0.5
(7) FTA		1	2	2	1
		0.1	0.1	0.2	0.2
(8) None.		1206	1219	529	422
		66.0	66.9	64.2	64.5
(9) Other		206	212	103	71
		11.3	11.6	12.5	10.9
7. I have previously filled out a questionnaire or survey about my occupational interests.	Omit. . .	15	13	8	3
		0.8	0.7	1.0	0.5
(1) Yes		560	781	476	346
		30.7	42.9	57.8	52.9
(2) Don't know.		620	500	170	151
		33.9	27.4	20.6	23.1
(3) No.		632	528	170	154
		34.6	29.0	20.6	23.5
8. I am aware of vocational programs in my high school.	Omit. . .	10	8	4	3
		0.5	0.4	0.5	0.5
(1) Yes		654	710	383	323
		35.8	39.0	46.5	49.4
(2) Somewhat.		880	880	362	271
		48.2	48.3	43.9	41.4
(3) No.		283	224	75	57
		15.5	12.3	9.1	8.7

Table D2, Page D2.9
Student Questionnaire - Academic

	Grade Level			
	9 N %	10 N %	11 N %	12 N %
9. This is how I feel about the education I am receiving at present. Omit. . .	13	12	15	10
	0.7	0.7	1.8	1.5
(1) I am very UNsatisfied	25	45	15	15
	1.4	2.5	1.8	2.3
(2) I am UNsatisfied.	115	162	88	51
	6.3	8.9	10.7	7.8
(3) I am Satisfied.	1495	1466	618	488
	81.8	80.5	75.0	74.6
(4) I am very Satisfied	179	138	88	90
	9.8	7.6	10.7	13.8
10. A variety of teaching methods have been used by my vocational instructors such as: Omit. . .	34	24	30	20
	1.9	1.3	3.6	3.1
(1) Discussion.	1704	1709	765	599
	93.3	93.8	92.8	91.6
(2) Films	1656	1691	738	580
	90.6	92.8	89.6	88.7
(3) Field Trips	265	378	297	266
	14.5	20.7	36.0	40.7
(4) Demonstrations.	1056	1040	523	386
	57.8	57.1	63.5	59.0
(5) Lecture	1435	1536	714	577
	78.5	84.3	86.7	88.2
(6) Role playing.	209	305	180	151
	11.4	16.7	21.8	23.1
(7) Outside speakers.	530	634	371	382
	29.0	34.8	45.0	58.4
(8) Learning packages	350	463	207	161
	19.2	25.4	25.1	24.6
(9) Project activities.	1182	1143	544	425
	64.7	62.7	66.0	65.0

	Grade Level			
	9 N %	10 N %	11 N %	12 N %
11. During my high school years, I have learned about: Omit. . .	450	212	94	77
	24.6	11.6	11.4	11.8
(1) new (emerging) occupations.	691	977	483	386
	37.8	53.6	58.6	59.0
(2) jobs which will soon be obsolete. .	426	604	298	256
	23.3	33.2	36.2	39.1
(3) male dominated jobs which females can now enter	615	822	368	306
	33.7	45.1	44.7	46.8
(4) female dominated jobs which males can now enter	465	612	273	221
	25.5	33.6	33.1	33.8
(5) occupations which have many job opportunities	731	1007	499	404
	40.0	55.3	60.6	61.8
(6) occupations which are overcrowded with workers and applicants	418	647	325	282
	22.9	35.5	39.4	43.1
(7) post-high school training opportunities related to my career goal. .	573	853	448	381
	31.4	46.8	54.4	58.3
(8) job alternatives related to my career goal	518	781	405	319
	28.4	42.9	49.2	48.8
(9) job salaries.	506	785	374	300
	27.7	43.1	45.4	45.9
12. Following high school, I plan to: Omit. . .	56	31	21	8
	3.1	1.7	2.5	1.2
(1) go to work.	194	222	54	30
	10.6	12.2	6.6	4.6
(2) go on to school	675	663	392	346
	36.9	36.4	47.6	52.9
(3) both go to work and on to school. .	757	772	314	243
	41.4	42.4	38.1	37.2
(4) military.	202	205	76	49
	11.1	11.3	9.2	7.5
(5) other	7	10	5	3
	0.4	0.5	0.6	0.5

Table D2, Page D2.11
Student Questionnaire - Academic

	Grade Level			
	9 N %	10 N %	11 N %	12 N %
13. What type of school are you planning to attend following high school graduation? Omit. . .	73	53	18	10
	4.0	2.9	2.2	1.5
(1) a vocational school one-year diploma program	70	97	27	21
	3.8	5.3	3.3	3.2
(2) a vocational school two-year associate degree program.	176	231	73	53
	9.6	12.7	8.9	8.1
(3) a four-year university program. . .	1046	1007	574	497
	57.3	55.3	69.7	76.0
(4) an apprenticeship program	30	24	15	6
	1.6	1.3	1.8	0.9
(5) an in-service or on-the-job training program.	59	64	14	8
	3.2	3.5	1.7	1.2
(6) military.	173	189	58	42
	9.5	10.4	7.0	6.4
(7) other	118	114	47	27
	6.5	6.3	5.7	4.1
(8) none. I do not plan to go on to school at this time	199	188	51	30
	10.9	10.3	6.2	4.6
14. What occupation do you plan to pursue after high school? Omit. . .	67	38	15	15
	3.7	2.1	1.8	2.3
(1) Not sure of career choice at this time	788	756	274	183
	43.1	41.5	33.3	28.0
(2) I am planning on entering the following career(s):.	972	1028	535	456
	53.2	56.4	64.9	69.7
15. Are you aware of the qualifications and training needed to enter this career or school? Omit. . .	505	474	186	111
	27.6	26.0	22.6	17.0
(1) Yes	784	847	457	436
	42.9	46.5	55.5	66.7
(2) No.	335	305	112	52
	18.3	16.7	13.6	8.0
(3) I do not have a planned career/ school.	203	196	69	55
	11.1	10.8	8.4	8.4

	Grade Level 9 N %	10 N %	11 N %	12 N %
16. Do you feel that your present curriculum is preparing you for your planned career/school? Omit. . .	518	468	193	108
	28.4	25.7	23.4	16.5
(1) Yes	733	794	412	399
	40.1	43.6	50.0	61.0
(2) No.	384	399	164	103
	21.0	21.9	19.9	15.7
(3) I do not have a planned career/ school.	192	161	55	44
	10.5	8.8	6.7	6.7
17. This is how I feel about the help I have received from my counselors. Omit. . .	160	68	25	19
	8.8	3.7	3.0	2.9
(1) Very UNsatisfied.	72	101	38	25
	3.9	5.5	4.6	3.8
(2) UNsatisfied	227	327	141	99
	12.4	17.9	17.1	15.1
(3) Satisfied	1220	1151	525	391
	66.8	63.2	63.7	59.8
(4) Very Satisfied.	148	175	95	120
	8.1	9.6	11.5	18.3
18. My counselor has helped me to select a vocational program. Omit. . .	119	66	28	24
	6.5	3.6	3.4	3.7
(1) Yes	144	205	136	160
	7.9	11.3	16.5	24.5
(2) No.	1564	1551	660	470
	85.6	85.1	80.1	71.9

E1

Vocational Staff Questionnaire

Table E1, Page E1.1
Vocational Staff Questionnaire

Staff response to the following statements as they relate to vocational program involvement.

Item Statement		Total N	Total %
1. My present primary position is:	Omit. . .	4	0.4
(1) Vocational Instructor		563	60.3
(2) Counseling/Student Services		93	10.0
(3) Administration/Coordination		112	12.0
(4) Special Needs/Vocational Instructor		134	14.3
(5) Other		43	4.6
2. Are you aware of a written philosophy of vocational education for your district?	Omit. . .	18	1.9
(1) Yes		769	82.3
(2) No		147	15.7
3. Do you feel that vocational goals and objectives are achievable in light of available philosophy?	Omit. . .	107	11.5
(1) Yes		752	80.5
(2) No		76	8.1
4. In the programs you teach, administer, or provide guidance, are needs assessed for the following?	Omit. . .	87	9.3
(1) Student's occupational skills		600	64.2
(2) Student's needs, interests and abilities		771	82.5
(3) Facilities		537	57.5
(4) Equipment		539	57.7
(5) Local district		380	40.7
(6) VTAE system		226	24.2
(7) Surrounding area		217	23.2
5. Is advisory committee input solicited and utilized?	Omit. . .	17	1.8
(1) Yes		534	57.2
(2) Not sure		234	25.1
(3) No		149	16.0

Item Statement		Total N	Total %
6. Is staff input solicited and utilized?	Omit. . .	14	1.5
(1) Yes.		750	80.3
(2) Not sure		121	13.0
(3) No		51	5.5
7. Community resources are (check all that apply)	Omit. . .	77	8.2
(1) Available.		740	79.2
(2) Appropriate to vocational program.		514	55.0
(3) Used		520	55.7
8. With respect to vocational equity, the following exist: (check all that apply)	Omit. . .	289	30.9
(1) A vocational equity plan for the district.		498	53.3
(2) Information and/or in-servicing on civil rights and equal opportunity legislation.		298	31.9
(3) Male/female/minority/special needs representation on advisory committees.		306	32.8
9. With respect to vocational programs, the following exists: (check all that apply)	Omit. . .	52	5.6
(1) Program reflects stated philosophy, goals and objectives		735	78.7
(2) Programs are articulated vertically and horizontally		524	56.1
(3) Courses use comprehensive, sequential curriculum guides		626	67.0
(4) The long-range plan is used in program implementation		558	59.7
(5) The program is adequately staffed.		588	63.0
(6) Needs of special needs students are considered in program planning and implementation.		671	71.8
(7) Appropriate administrative structure is used		456	48.8
(8) The interests and needs of males and females, and racial minorities are met.		615	65.8
(9) Students receive factual and objective information from counselors about vocational programs.		448	48.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table E1, Page E1.3
Vocational Staff Questionnaire

Item Statement		Total	
		N	%
10. Teachers are: (check all that apply)	Omit. . .	143	15.3
(1) given adequate preparation time		491	52.6
(2) kept updated on practices and content		610	65.3
(3) provided adequate in-service		431	46.1
(4) given access to appropriate and adequate in-school facilities		591	63.3
11. Placement services are available to assist students to obtain additional education, training or employment.	Omit. . .	89	9.5
(1) Yes		633	67.8
(2) No		212	22.7
12. Administration policies and procedures require non-discrimination and equal access to all vocational education programs.	Omit. . .	48	5.1
(1) Yes		762	81.6
(2) Sometimes		105	11.2
(3) No		19	2.0
13. I feel progress has been made on implementing recommendations from the previous evaluation.	Omit. . .	157	16.8
(1) Yes		383	41.0
(2) Some		332	35.5
(3) No		62	6.6
14. Are followup studies used to provide feedback for program improvement?	Omit. . .	39	4.2
(1) Yes		441	47.2
(2) Not sure		375	40.1
(3) No		80	8.6
15. Are there adequate resources available to implement the evaluation plan?	Omit. . .	46	4.9
(1) Yes		332	35.5
(2) Not sure		440	47.1
(3) No		116	12.4

Item Statement	Total N	Total %
16. Does the evaluation have broad-based involvement? Omit. . .	56	6.0
(1) Yes.	417	44.6
(2) Not sure	429	45.9
(3) No	32	3.4
17. Where male/female enrollment is disproportionate, are steps taken in any of the following areas to prevent bias or discrimination? Omit. . .	280	30.0
(1) Counseling practices/procedures.	394	42.2
(2) Counseling materials	291	31.2
(3) Instructional materials.	404	43.3
(4) Staff in-service	191	20.4
(5) Curriculum revision/updating	439	47.0
(6) Class scheduling	366	39.2
(7) Affirmative Action - employment.	116	12.4
(8) Affirmative Action - students.	132	14.1
(9) Vocational Equity Plan	199	21.3
18. In providing services for special needs students (disadvantaged and handicapped), the following exist: Omit. . .	149	16.0
(1) In-service sessions are provided for disadvantaged and handicapped.	267	28.6
(2) Vocational education teachers participate in multi-disciplinary staffings for handicapped	446	47.8
(3) Vocational education teachers participate in the development of the Individualized Education Plan (IEP) for the handicapped.	386	41.3
(4) Classrooms and laboratories are adapted for the handicapped.	356	38.1
(5) Materials, equipment, and curriculums are modified to meet individual handicapped learner needs	617	66.1

Item Statement		Total N	Total %
19.	With respect to Pool Projects, the following exit: (Pool - where students attend classes conducted by a VTAE district or other local school district.) (Check all that apply). Omit. . .	921	98.6
	(1) Program reflects stated philosophy, goals, and objectives	10	1.1
	(2) Programs are articulated vertically and horizontally	5	0.5
	(3) Courses use comprehensive sequential curriculum guides	6	0.6
	(4) The long-range plan is used in program implementation	3	0.3
	(5) The program is adequately staffed.	9	1.0
	(6) Needs of special needs students are considered in program planning and implementation.	8	0.9
	(7) Appropriate administrative structure is used	8	0.9
	(8) The interests and needs of males and females, and racial minorities are met.	9	1.0
	(9) Students receive factual and objective information from counselors about vocational programs.	7	0.7

F1

Advisory Committee Questionnaire

Table F1, Page F1.1

Advisory Committee Questionnaire

Item Statement	N	Mean	StD
1. I feel the advice given by my advisory committee has been solicited and utilized by the people in the vocational program	781	4.114	0.616
2. My advisory committee meetings were scheduled for an adequate number of times to accomplish our purpose.	781	3.850	0.835
3. My advisory committee has been involved in evaluating the adequacy of in-school facilities and equipment.	781	3.696	0.908
4. I believe that the philosophy and objectives of the program for which I advise are carried through in the program.	781	4.072	0.641
5. Our advisory committee has goals for its work. . .	781	3.969	0.740
6. Community needs are solicited and our committee was involved	781	3.804	0.790
7. I feel my advisory committee is or has been involved in identifying specific occupational skills through task analysis or competency assessment	781	3.665	0.869
8. We help identify new skills and technologies . . .	781	3.870	0.780
9. I feel the district has adequately utilized the pool funding for joint secondary school/VTAE Pool projects.	781	3.381	0.805
10. I feel advisory committee members provided input in the development of secondary school/VTAE Pool projects in the district	781	3.500	0.852
11. I feel the members of my advisory committee represent employers and employees, male, female, minorities, and special needs persons.	781	4.159	0.764
12. As far as I know, evaluation techniques are used in the overall discipline.	781	4.070	0.580
13. As far as I know, evaluation techniques are used in the program which I advise.	781	4.066	0.619
14. The evaluation plan is functional.	781	3.913	0.652
15. Utilization of prior evaluation findings has occurred	781	3.748	0.730
16. I feel the community resources are effectively identified and used.	781	3.914	0.759

Item Statement	N	Mean	StD
17. I feel the vocational program is preparing students for entry into nontraditional occupations. .	781	3.769	0.860
18. In-school facilities are appropriate and adequate	781	3.611	1.024
19. Teaching methods include cooperative, project, and/or simulation methods.	781	4.100	0.667

Item Statement	N	%
20. Would you help us to identify the most appropriate time to hold an advisory meeting: (check one) Omit.	20	2.6
(1) Breakfast.	90	11.5
(2) Lunch.	112	14.3
(3) Dinner	25	3.2
(4) Evening.	439	56.2
(5) Other.	121	15.5
21. I am a representative of: (check one) Omit.	12	1.5
(1) Employer	284	36.4
(2) Employee	180	23.0
(3) Self-employed.	196	25.1
(4) Other.	130	16.6
22. Check the appropriate vocational program which identifies the advisory committe on which you serve: (check all that apply) Omit.	11	1.4
(1) Agriculture.	191	24.5
(2) Business Education	190	24.3
(3) Health Occupations	30	3.8
(4) Home Economics	153	19.6
(5) Technology Education	200	25.6
(6) Marketing Education.	57	7.3
(7) Special Needs.	37	4.7
(8) Other.	15	1.9

Rating Key	Standard Deviation Key
5 = Strongly Agree	0 to .60 = Very High Level of Agreement
4 = Agree	.61 to 1.20 = High Level of Agreement
3 = Undecided	1.21 to 1.80 = Moderate Level of Agreement
2 = Disagree	1.81 & above = Low Level of Agreement
1 = Strongly Disagree	

G1

Parent Questionnaire

	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
Omit. .	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
5. (1) Male	182 83.1	88 18.5	1 3.6	24 14.1	353 85.1	18 29.0
(2) Female	37 16.9	388 81.5	27 96.4	146 85.9	62 14.9	44 71.0
6. I feel that help given my child in making a career choice was:						
Omit. .	4 1.8	7 1.5	0 0.0	8 4.7	10 2.4	1 1.6
(1) Not at all satisfactory. .	5 2.3	37 7.8	0 0.0	12 7.1	17 4.1	0 0.0
(2) In need of some improvement.	40 18.3	111 23.3	3 10.7	34 20.0	109 26.3	9 14.5
(3) Satisfactory	135 61.6	264 55.5	17 60.7	102 60.0	242 58.3	38 61.3
(4) Very satisfactory.	35 16.0	57 12.0	8 28.6	14 8.2	37 8.9	14 22.6
7. I feel the education and preparation my child received for this career choice was:						
Omit. .	4 1.8	12 2.5	0 0.0	8 4.7	16 3.9	0 0.0
(1) Not at all satisfactory. .	11 5.0	16 3.4	0 0.0	9 5.3	19 4.6	0 0.0
(2) In need of some improvement	36 16.4	106 22.3	4 14.3	30 17.6	96 23.1	11 17.7
(3) Satisfactory	138 63.0	278 58.4	16 57.1	108 63.5	247 59.5	37 59.7
(4) Very satisfactory.	30 13.7	64 13.4	8 28.6	15 8.8	37 8.9	14 22.6

	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
8. I feel I had adequate input into the development of educational and/or vocational goals for my child. Omit. .	3 1.4	5 1.1	0 0.0	7 4.1	13 3.1	0 0.0
(1) Yes.	117 53.4	271 56.9	15 53.6	77 45.3	199 48.0	40 64.5
(2) Not sure	80 36.5	133 27.9	9 32.1	60 35.3	165 39.8	19 30.6
(3) No	19 8.7	67 14.1	4 14.3	26 15.3	38 9.2	3 4.8
9. When did your child make a decision about his/her future career? Omit . .	4 1.8	6 1.3	0 0.0	2 1.2	1 0.2	0 0.0
(1) In elementary school . . .	14 6.4	12 2.5	2 7.1	6 3.5	13 3.1	2 3.2
(2) In grades 7-9.	26 11.9	44 9.2	4 14.3	20 11.8	34 8.2	8 12.9
(3) In grades 10-11.	55 25.1	166 34.9	8 28.6	37 21.8	100 24.1	20 32.3
(4) In grade 12.	33 15.1	107 22.5	8 28.6	32 18.8	96 23.1	17 27.4
(5) After high school graduation	31 14.2	45 9.5	3 10.7	23 13.5	66 15.9	2 3.2
(6) Undecided.	56 25.6	97 20.4	3 10.7	50 29.4	105 25.3	13 21.0

	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
10. Was your child able to enter vocational education courses related to his/her career choice? Omit. .	13 5.9	15 3.2	0 0.0	7 4.1	18 4.3	1 1.6
(1) Yes.	126 57.5	294 61.8	24 85.7	82 48.2	227 54.7	37 59.7
(2) Not sure	53 24.2	104 21.8	3 10.7	50 29.4	114 27.5	17 27.4
(3) No	27 12.3	63 13.2	1 3.6	31 18.2	56 13.5	7 11.3
11. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school curricula? Omit. .	4 1.8	3 0.6	0 0.0	0 0.0	6 1.4	0 0.0
(1) Yes.	181 82.6	424 89.1	27 96.4	144 84.7	338 81.4	56 90.3
(2) Not sure	28 12.8	41 8.6	1 3.6	21 12.4	58 14.0	6 9.7
(3) No	6 2.7	8 1.7	0 0.0	5 2.9	13 3.1	0 0.0
12. Do you feel career seeking skills such as job applications, interviewing, etc., are adequate? Omit. .	4 1.8	5 1.1	0 0.0	1 0.6	8 1.9	0 0.0
(1) Yes.	106 48.4	216 45.4	11 39.3	84 49.4	207 49.9	45 72.6
(2) Not sure	79 36.1	163 34.2	11 39.3	57 33.5	146 35.2	13 21.0
(3) No	30 13.7	92 19.3	6 21.4	28 16.5	54 13.0	4 6.5

Parent Questionnaire

	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
13. As far as you know, are appropriate teaching materials available and used? Omit. .	6	2	0	3	8	0
	2.7	0.4	0.0	1.8	1.9	0.0
(1) Yes.	113	254	18	82	223	39
	51.6	53.4	64.3	48.2	53.7	62.9
(2) Not sure	91	190	9	73	157	20
	41.6	39.9	32.1	42.9	37.8	32.3
(3) No	9	30	1	12	27	3
	4.1	6.3	3.6	7.1	6.5	4.8
14. Do you know if teaching materials are free from bias and role stereotyping? Omit. .	4	5	0	4	7	0
	1.8	1.1	0.0	2.4	1.7	0.0
(1) Yes.	50	120	8	34	121	18
	22.8	25.2	28.6	20.0	29.2	29.0
(2) Not sure	135	304	20	104	249	38
	61.6	63.9	71.4	61.2	60.0	61.3
(3) No	30	47	0	28	38	6
	13.7	9.9	0.0	16.5	9.2	9.7
15. Do you feel your child is being prepared for emerging (new) occupations? Omit. .	5	7	1	8	6	1
	2.3	1.5	3.6	4.7	1.4	1.6
(1) Yes.	111	234	17	78	218	39
	50.7	49.2	60.7	45.9	52.5	62.9
(2) Not sure	78	160	7	50	128	16
	35.6	33.6	25.0	29.4	30.8	25.8
(3) No	25	75	3	34	63	6
	11.4	15.8	10.7	20.0	15.2	9.7

	AG N %	BE N %	HO N %	HE N %	TE N %	ME N %
16. Are students being prepared for nontraditional (males for traditional female and vice versa) occupations?						
Omit. .	4	10	1	7	9	1
	1.8	2.1	3.6	4.1	2.2	1.6
(1) Yes.	114	181	14	78	180	36
	52.1	38.0	50.0	45.9	43.4	58.1
(2) Not sure	89	242	8	69	198	22
	40.6	50.8	28.6	40.6	47.7	35.5
(3) No	12	43	5	16	28	3
	5.5	9.0	17.9	9.4	6.7	4.8

	Total N %	Seq N %	IPC N %	GE N %	SPNS N %
Omit. .	1	0	0	0	0
	0.1	0.0	0.0	0.0	0.0
5. (1) Male.	752	393	273	85	84
	47.3	46.7	51.3	40.3	49.7
(2) Female	836	449	259	126	85
	52.6	53.3	48.7	59.7	50.3
6. I feel that help given my child in making a career choice was:					
Omit. .	41	29	1	11	3
	2.6	3.4	0.2	5.2	1.8
(1) Not at all satisfactory. .	89	54	17	16	11
	5.6	6.4	3.2	7.6	6.5
(2) In need of some improvement.	364	202	104	57	39
	22.9	24.0	19.5	27.0	23.1
(3) Satisfactory	914	466	335	112	100
	57.5	55.3	63.0	53.1	59.2
(4) Very satisfactory.	181	91	75	15	16
	11.4	10.8	14.1	7.1	9.5

	Total N %	Seq N %	IPC N %	GE N %	SPNS N %
7. I feel the education and preparation my child received for this career choice was: Omit. .	52 3.3	37 4.4	3 0.6	12 5.7	4 2.4
(1) Not at all satisfactory. .	69 4.3	34 4.0	21 3.9	13 6.2	10 5.9
(2) In need of some improvement	334 21.0	187 22.2	96 18.0	51 24.2	36 21.3
(3) Satisfactory	944 59.4	494 58.7	333 62.6	114 54.0	109 64.5
(4) Very satisfactory.	190 12.0	90 10.7	79 14.8	21 10.0	10 5.9
8. I feel I had adequate input into the development of educational and/or vocational goals for my child. Omit. .	38 2.4	20 2.4	8 1.5	10 4.7	5 3.0
(1) Yes.	834 52.5	427 50.7	295 55.5	110 52.1	82 48.5
(2) Not sure	531 33.4	281 33.4	185 34.8	64 30.3	59 34.9
(3) No	186 11.7	114 13.5	44 8.3	27 12.8	23 13.6

	Total N %	Seq N %	IPC N %	GE N %	SPNS N %
9. When did your child make a decision about his/her future career? Omit . .	21 1.3	10 1.2	3 0.6	8 3.8	2 1.2
(1) In elementary school . . .	63 4.0	35 4.2	14 2.6	13 6.2	3 1.8
(2) In grades 7-9.	167 10.5	102 12.1	35 6.6	29 13.7	15 8.9
(3) In grades 10-11.	434 27.3	257 30.5	129 24.2	46 21.8	28 16.6
(4) In grade 12.	330 20.8	132 15.7	162 30.5	36 17.1	31 18.3
(5) After high school graduation	204 12.8	90 10.7	81 15.2	33 15.6	34 20.1
(6) Undecided.	371 23.3	217 25.8	108 20.3	46 21.8	57 33.7
10. Was your child able to enter vocational education courses related to his/her career choice? Omit. .	70 4.4	38 4.5	17 3.2	15 7.1	9 5.3
(1) Yes.	886 55.8	464 55.1	327 61.5	94 44.5	77 45.6
(2) Not sure	413 26.0	219 26.0	124 23.3	68 32.2	53 31.4
(3) No	220 13.8	121 14.4	64 12.0	34 16.1	30 17.8

	Total N %	Seq N %	IPC N %	GE N %	SPNS N %
11. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school curricula? Omit. .	20	7	6	7	2
	1.3	0.8	1.1	3.3	1.2
(1) Yes.	1353	724	449	177	141
	85.1	86.0	84.4	83.9	83.4
(2) Not sure	179	86	70	22	20
	11.3	10.2	13.2	10.4	11.8
(3) No	37	25	7	5	6
	2.3	3.0	1.3	2.4	3.6
12. Do you feel career seeking skills such as job applications, interviewing, etc., are adequate? Omit. .	25	13	5	7	3
	1.6	1.5	0.9	3.3	1.8
(1) Yes.	757	371	300	85	96
	47.6	44.1	56.4	40.3	56.8
(2) Not sure	551	311	160	79	51
	34.7	36.9	30.1	37.4	30.2
(3) No	256	147	67	40	19
	16.1	17.5	12.6	19.0	11.2
13. As far as you know, are appropriate teaching materials available and used? Omit. .	28	11	8	9	4
	1.8	1.3	1.5	4.3	2.4
(1) Yes.	843	440	293	108	94
	53.1	52.3	55.1	51.2	55.6
(2) Not sure	629	335	205	88	55
	39.6	39.8	38.5	41.7	32.5
(3) No	89	56	26	6	16
	5.6	6.7	4.9	2.8	9.5

Parent Questionnaire

	Total N %	Seq N %	IPC N %	GE N %	SPNS N %
14. Do you know if teaching materials are free from bias and role stereotyping? Omit. .	30 1.9	13 1.5	7 1.3	10 4.7	3 1.8
(1) Yes.	400 25.2	203 24.1	149 28.0	47 22.3	43 25.4
(2) Not sure	995 62.6	527 62.6	326 61.3	141 66.8	106 62.7
(3) No	164 10.3	99 11.8	50 9.4	13 6.2	17 10.1
15. Do you feel your child is being prepared for emerging (new) occupations? Omit. .	41 2.6	18 2.1	10 1.9	13 6.2	5 3.0
(1) Yes.	795 50.0	408 48.5	291 54.7	93 44.1	79 46.7
(2) Not sure	511 32.2	262 31.1	179 33.6	70 33.2	57 33.7
(3) No	242 15.2	154 18.3	52 9.8	35 16.6	28 16.6
16. Are students being prepared for nontraditional (males for traditional female and vice versa) occupations? Omit. .	51 3.2	23 2.7	9 1.7	19 9.0	3 1.8
(1) Yes.	697 43.9	349 41.4	256 48.1	91 43.1	78 46.2
(2) Not sure	716 45.1	392 46.6	238 44.7	83 39.3	73 43.2
(3) No	125 7.9	78 9.3	29 5.5	18 8.5	15 8.9

	Total N %	Male N %	Female N %	Pool/C N %	Pool/S N %
Omit. .	1 0.1	0 0.0	0 0.0	0 0.0	0 0.0
5. (1) Male	752 47.3	752 100.0	0 0.0	0 0.0	0 0.0
(2) Female	836 52.6	0 0.0	836 100.0	0 0.0	0 0.0
6. I feel that help given my child in making a career choice was:					
Omit. .	41 2.6	20 2.7	21 2.5	0 0.0	0 0.0
(1) Not at all satisfactory. .	89 5.6	32 4.3	56 6.7	0 0.0	0 0.0
(2) In need of some improvement.	364 22.9	169 22.5	195 23.3	0 0.0	0 0.0
(3) Satisfactory	914 57.5	444 59.0	470 56.2	0 0.0	0 0.0
(4) Very satisfactory.	181 11.4	87 11.6	94 11.2	0 0.0	0 0.0
7. I feel the education and preparation my child received for this career choice was:					
Omit. .	52 3.3	21 2.8	31 3.7	0 0.0	0 0.0
(1) Not at all satisfactory. .	69 4.3	35 4.7	33 3.9	0 0.0	0 0.0
(2) In need of some improvement	334 21.0	153 20.3	181 21.7	0 0.0	0 0.0
(3) Satisfactory	944 59.4	457 60.8	487 58.3	0 0.0	0 0.0
(4) Very satisfactory.	190 12.0	86 11.4	104 12.4	0 0.0	0 0.0

	Total N %	Male N %	Female N %	Pool/C N %	Pool/S N %
8. I feel I had adequate input into the development of educational and/or vocational goals for my child. Omit. .	38 2.4	22 2.9	16 1.9	0 0.0	0 0.0
(1) Yes.	834 52.5	375 49.9	459 54.9	0 0.0	0 0.0
(2) Not sure	531 33.4	281 37.4	250 29.9	0 0.0	0 0.0
(3) No	186 11.7	74 9.8	111 13.3	0 0.0	0 0.0
9. When did your child make a decision about his/her future career? Omit . .	21 1.3	11 1.5	10 1.2	0 0.0	0 0.0
(1) In elementary school . . .	63 4.0	28 3.7	35 4.2	0 0.0	0 0.0
(2) In grades 7-9.	167 10.5	75 10.0	91 10.9	0 0.0	0 0.0
(3) In grades 10-11.	434 27.3	188 25.0	246 29.4	0 0.0	0 0.0
(4) In grade 12.	330 20.8	158 21.0	172 20.6	0 0.0	0 0.0
(5) After high school graduation	204 12.8	100 13.3	104 12.4	0 0.0	0 0.0
(6) Undecided.	371 23.3	192 25.5	179 21.4	0 0.0	0 0.0

	Total N %	Male N %	Female N %	Pool/C N %	Pool/S N %
10. Was your child able to enter vocational education courses related to his/her career choice? Omit. .	70	34	36	0	0
	4.4	4.5	4.3	0.0	0.0
(1) Yes.	886	404	482	0	0
	55.8	53.7	57.7	0.0	0.0
(2) Not sure	413	218	195	0	0
	26.0	29.0	23.3	0.0	0.0
(3) No	220	96	123	0	0
	13.8	12.8	14.7	0.0	0.0
11. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school curricula? Omit. .	20	13	7	0	0
	1.3	1.7	0.8	0.0	0.0
(1) Yes.	1353	615	738	0	0
	85.1	81.8	88.3	0.0	0.0
(2) Not sure	179	104	74	0	0
	11.3	13.8	8.9	0.0	0.0
(3) No	37	20	17	0	0
	2.3	2.7	2.0	0.0	0.0
12. Do you feel career seeking skills such as job applications, interviewing, etc., are adequate? Omit. .	25	15	10	0	0
	1.6	2.0	1.2	0.0	0.0
(1) Yes.	757	348	409	0	0
	47.6	46.3	48.9	0.0	0.0
(2) Not sure	551	274	277	0	0
	34.7	36.4	33.1	0.0	0.0
(3) No	256	115	140	0	0
	16.1	15.3	16.7	0.0	0.0

	Total N %	Male N %	Female N %	Pool/C N %	Pool/S N %
13. As far as you know, are appropriate teaching materials available and used? Omit. .	28 1.8	17 2.3	11 1.3	0 0.0	0 0.0
(1) Yes.	843 53.1	391 52.0	452 54.1	0 0.0	0 0.0
(2) Not sure	629 39.6	306 40.7	323 38.6	0 0.0	0 0.0
(3) No	89 5.6	38 5.1	50 6.0	0 0.0	0 0.0
14. Do you know if teaching materials are free from bias and role stereotyping? Omit. .	30 1.9	16 2.1	14 1.7	0 0.0	0 0.0
(1) Yes.	400 25.2	199 26.5	201 24.0	0 0.0	0 0.0
(2) Not sure	995 62.6	459 61.0	536 64.1	0 0.0	0 0.0
(3) No	164 10.3	78 10.4	85 10.2	0 0.0	0 0.0
15. Do you feel your child is being prepared for emerging (new) occupations? Omit. .	41 2.6	19 2.5	22 2.6	0 0.0	0 0.0
(1) Yes.	795 50.0	384 51.1	411 49.2	0 0.0	0 0.0
(2) Not sure	511 32.2	242 32.2	269 32.2	0 0.0	0 0.0
(3) No	242 15.2	107 14.2	134 16.0	0 0.0	0 0.0

	Total N %	Male N %	Female N %	Pool/C N %	Pool/S N %
16. Are students being prepared for nontraditional (males for traditional female and vice versa) occupations?					
Omit. .	51 3.2	24 3.2	27 3.2	0 0.0	0 0.0
(1) Yes.	697 43.9	333 44.3	364 43.5	0 0.0	0 0.0
(2) Not sure	716 45.1	351 46.7	364 43.5	0 0.0	0 0.0
(3) No	125 7.9	44 5.9	81 9.7	0 0.0	0 0.0

H1

Articulation Questionnaire

Table H1, Page H1.1
Articulation Questionnaire

Staff response to the following item statements as they relate to vocational program involvement.

Item Statement	Total N= 645 N %	Secondary N %	VTAE N %	2-Year UW Campus N %	4-Year University N %
1. My present position is in: (check one) Omit. .	8	0	0	0	0
	1.2	0.0	0.0	0.0	0.0
(1) Secondary school.	425	424	1	0	0
	65.9	100.0	0.5	0.0	0.0
(2) VTAE school	187	1	186	0	0
	29.0	0.2	100.0	0.0	0.0
(3) 2-year UW-Campus.	2	0	0	2	0
	0.3	0.0	0.0	100.0	0.0
(4) 4-year university	25	0	0	0	25
	3.9	0.0	0.0	0.0	100.0
2. Do you serve on a vocational advisory committee in: Omit. .	5	4	1	0	0
	0.8	0.9	0.5	0.0	0.0
(1) a secondary program	308	239	60	1	4
	47.8	56.4	32.3	50.0	16.0
(2) a VTAE program.	129	35	88	0	4
	20.0	8.3	47.3	0.0	16.0
(3) a 4-year university program	11	1	7	0	2
	1.7	0.2	3.8	0.0	8.0
(4) none of the above	245	165	58	1	17
	38.0	38.9	31.2	50.0	68.0

Item Statement	Total N= 645 N %	Secondary N %	VTAE N %	2-Year UW Campus N %	4-Year University N %
3. Is there a systematic articulation plan in your school which identifies methods of coordination between secondary and post-secondary institutions? Omit. .	6	2	3	0	1
	0.9	0.5	1.6	0.0	4.0
(1) Yes	260	135	111	1	9
	40.3	31.8	59.7	50.0	36.0
(2) Not Sure.	235	180	46	1	4
	36.4	42.5	24.7	50.0	16.0
(3) No.	144	107	26	0	11
	22.3	25.2	14.0	0.0	44.0
4. Is there a systematic articulation plan in your school which identifies methods of coordination between vocational programs in your school? Omit. .	22	1	20	0	1
	3.4	0.2	10.8	0.0	4.0
(1) Yes	310	187	110	1	8
	48.1	44.1	59.1	50.0	32.0
(2) Not sure.	210	160	43	1	3
	32.6	37.7	23.1	50.0	12.0
(3) No.	103	76	13	0	13
	16.0	17.9	7.0	0.0	52.0

Item Statement	Total N= 645	Second-ary	VTAE	2-Year UW Campus	4-Year Univer-sity
	N %	N %	N %	N %	N %
5. Is there a systematic articulation plan in your school which identifies methods of coordination between neighboring secondary schools? Omit. .	32	2	27	0	3
	5.0	0.5	14.5	0.0	12.0
(1) Yes	163	104	53	1	3
	25.3	24.5	28.5	50.0	12.0
(2) Not sure.	239	151	75	0	8
	37.1	35.6	40.3	0.0	32.0
(3) No.	212	168	31	1	11
	32.9	39.6	16.7	50.0	44.0
6. Are joint articulation meetings currently taking place with: (check all that apply) Omit. .	34	23	6	0	3
	5.3	5.4	3.2	0.0	12.0
(1) secondary school.	339	190	132	1	13
	52.6	44.8	71.0	50.0	52.0
(2) VTAE school	287	174	101	0	7
	44.5	41.0	54.3	0.0	28.0
(3) 4-year university	84	17	54	1	10
	13.0	4.0	29.0	50.0	40.0
(4) none.	169	124	37	1	6
	26.2	29.2	19.9	50.0	24.0

Item Statement	Total N= 645 N %	Second-ary N %	VTAE N %	2-Year UW Campus N %	4-Year Univer-sity N %
7. Are instructional provisions made for advanced placement of vocational students in/from another institution? Omit. .	9	6	2	0	1
	1.4	1.4	1.1	0.0	4.0
(1) Yes	347	169	161	1	13
	53.8	39.9	86.6	50.0	52.0
(2) Not sure.	168	148	11	0	5
	26.0	34.9	5.9	0.0	20.0
(3) No.	121	101	12	1	6
	18.8	23.8	6.5	50.0	24.0
8. Is data gathered on the post-high school performance (GPA) of vocational graduates? Omit .	6	1	4	0	1
	0.9	0.2	2.2	0.0	4.0
(1) Yes	252	157	81	2	8
	39.1	37.0	43.5	100.0	32.0
(2) Not sure.	277	190	73	0	11
	42.9	44.8	39.2	0.0	44.0
(3) No.	110	76	28	0	5
	17.1	17.9	15.1	0.0	20.0
9. Is data gathered on the percentage of high school graduates attending school in a related post-secondary field? Omit. .	29	2	25	0	2
	4.5	0.5	13.4	0.0	8.0
(1) Yes	396	296	87	1	7
	61.4	69.8	46.8	50.0	28.0
(2) Not sure.	178	107	58	1	10
	27.6	25.2	31.2	50.0	40.0
(3) No.	42	19	16	0	6
	6.5	4.5	8.6	0.0	24.0

Item Statement	Total N= 645 N %	Secondary N %	VTAE N %	2-Year UW Campus N %	4-Year University N %
10. Do secondary graduates have the skills and knowledge needed to enter post-secondary training? Omit. .	20 3.1	2 0.5	15 8.1	0 0.0	3 12.0
(1) Yes	492 76.3	351 82.8	119 64.0	1 50.0	15 60.0
(2) Not sure.	120 18.6	66 15.6	45 24.2	1 50.0	6 24.0
(3) No.	14 2.2	5 1.2	8 4.3	0 0.0	1 4.0
11. Do you have a Pool project which is now in operation? Omit. .	77 11.9	37 8.7	32 17.2	0 0.0	7 28.0
(1) Yes	39 6.0	21 5.0	18 9.7	0 0.0	0 0.0
(2) Not sure.	183 28.4	129 30.4	40 21.5	0 0.0	8 32.0
(3) No.	347 53.8	237 55.9	97 52.2	2 100.0	10 40.0
12. Is there joint planning of the delivery of Pool programs with VTAE/local school district involvement? Omit. .	92 14.3	40 9.4	44 23.7	0 0.0	7 28.0
(1) Yes	86 13.3	37 8.7	48 25.8	1 50.0	0 0.0
(2) Not sure.	238 36.9	168 39.6	56 30.1	0 0.0	8 32.0
(3) No.	229 35.5	179 42.2	38 20.4	1 50.0	10 40.0

1986-1987 Annual Composite Report, Cycle 2, Year 4
Table H1, Page H1.6
Articulation Questionnaire

Item Statement	Total	Secondary	VTAE	2-Year UW Campus	4-Year University
	Mean StD	Mean StD	Mean StD	Mean StD	Mean StD
	N= 645	N= 424	N= 186	N= 2	N= 25
13. Curriculum development.	3.317	3.209	3.525	3.500	3.526
	1.157	1.191	1.058	0.707	1.124
14. Identification of community resources	3.284	3.220	3.418	4.000	3.158
	1.099	1.120	1.066	0.000	0.898
15. Advanced placement.	3.326	3.210	3.596	3.500	3.421
	1.127	1.113	1.131	2.121	1.121
16. Co-op programs.	2.884	2.928	2.739	2.500	2.947
	1.195	1.244	1.069	0.707	1.224
17. Shared facilities	2.751	2.627	3.000	3.000	2.889
	1.215	1.226	1.175	0.000	1.023
18. Shared staff.	2.554	2.440	2.763	3.000	2.750
	1.149	1.136	1.152	1.414	1.118
19. Placement services.	2.818	2.805	2.836	3.000	2.632
	1.114	1.121	1.141	1.414	0.831
20. Employer followup	2.881	2.783	3.095	2.500	2.850
	1.125	1.094	1.199	0.707	0.988
21. Graduate followup	3.143	3.046	3.333	3.500	3.300
	1.155	1.143	1.194	0.707	1.031
22. Use of business/industry resources	3.306	3.194	3.538	3.500	3.400
	1.123	1.151	1.062	0.707	0.821

Rating Key

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement